



HAMPDEN-  
SYDNEY  
COLLEGE

1984-85







# HAMPDEN-SYDNEY COLLEGE

*For more than two centuries  
Hampden-Sydney College has held  
true to the ideals of her founders,  
educating leader after leader  
for country and Commonwealth,  
all good men and good citizens  
formed in an atmosphere of  
sound learning.*

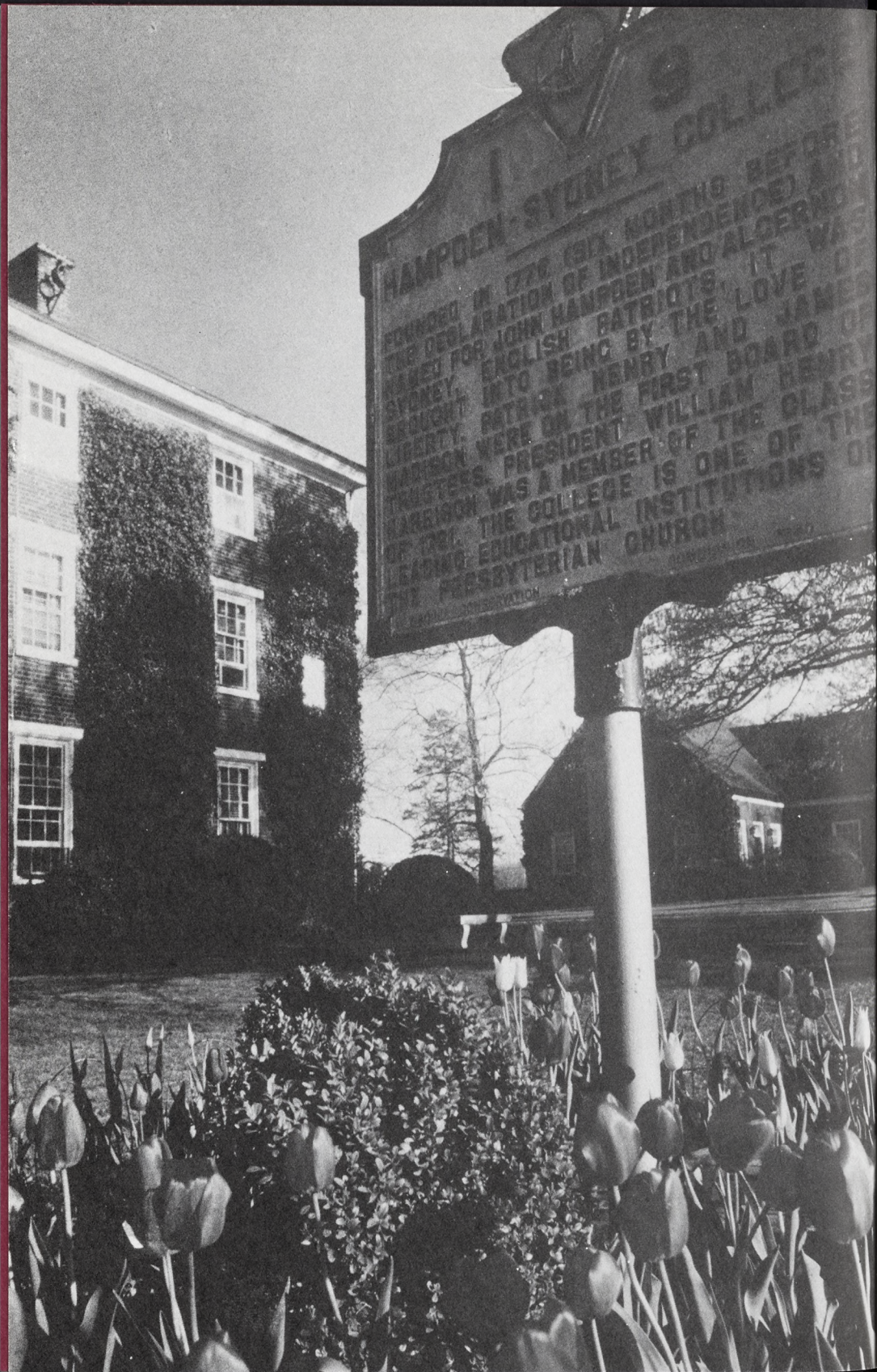


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The contents of this catalog represent the current information available at the time of publication. However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination at the Office of the Provost and Dean of the Faculty.







**H**AMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 770 students, has been in continuous operation since January 1776. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 67 members of the teaching faculty, for a student-faculty ratio of 12:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 566-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,000, is seven miles north.

Of the College's 26 brick buildings, most of which have been built in the Federal architectural style, the oldest is Cushing Hall dormitory, built in 1821. Among the newest are the Gilmer Science Center, dormitories, and a modern infirmary-apartment complex, with twelve apartments for married students, faculty, and others. An addition to Eggleston Library, which provides extensive new space for study areas and new acquisitions, was completed in January 1975, and a student activities center was completed in January 1979. The recently completed athletic center includes three basketball courts; handball, racquet ball, and squash courts; and a 25-meter six-lane swimming pool. A new residence hall community was completed this year.

The endowment portfolio has a market value of approximately \$18 million. The operating budget for 1984-85 is \$9.5 million.

The aims of the College are to give selected men of ability a broad understanding of the world and man's place in it from the standpoint of the sciences and the humanities; to develop clear thinking through linguistic, scientific, and historical studies; to impart a comprehension of man's social institutions as a basis for the exercise of intelligent citizenship in a democracy; to unite sound scholarship with the principles and practice of the Christian religion; to equip those students with special interests and capacities for graduate study and research; and to instill in its students a commitment to excellence.





*Hampden-Sydney in 1840: from left to right, Steward's Hall, Cushing Hall, and the 18th-century buildings.*

**T**HE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known, but equally vigorous, patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers gives the College its traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named a Rector (later President) the Rev. Mr. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1772. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty began gathering in the fall of 1775, although the official opening of the College was delayed until January 1, 1776. The College has never suspended operations.

A campaign was begun in 1777 to raise money in a state-approved lottery. Through the tireless efforts of Colonel William Cabell of Nelson County, lottery manager and a



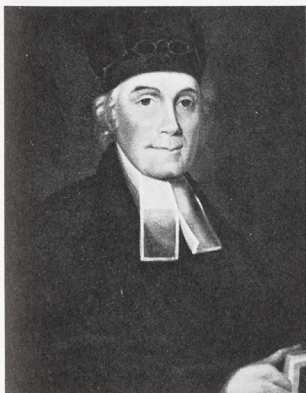
founding trustee, the young College was able to enlarge its buildings and stabilize its endowment. In 1783, Hampden-Sydney's viability, severely tested by the Revolutionary War, was ensured by the grant of a charter from the General Assembly of Virginia.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790's its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), Princeton Seminary (1806), and the University of Virginia (1819). The Medical College of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

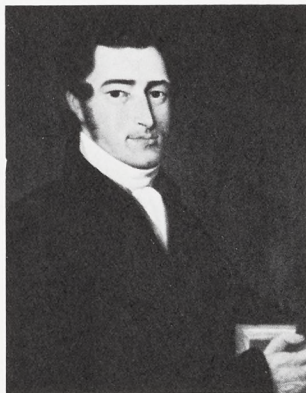
The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially named the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (June 10, 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

*Samuel Stanhope Smith*



*Jonathan P. Cushing*



*Joseph DuPuy Eggleston*





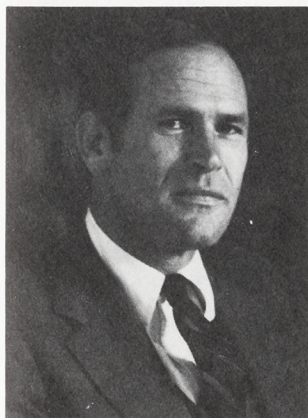
During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, the formalized Honor System, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal arts education which had become the hallmark of the College.

The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as "one of the finest science facilities in the small colleges of America," was built in 1922; in 1968 it was replaced by the new Science Center, which is, again, of the highest quality. The former Memorial Library, now Winston Hall, was replaced in 1961 after sixty-three years of service by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size. Gammon Gymnasium, built in 1940, was expanded in 1955 and 1975 only to be superseded in 1979 by a new athletic center. Johns Auditorium was erected in 1950; new athletic fields and tennis courts were added in 1976; and Graham Hall, in the heart of the campus, has been converted to use as a student center. The campus itself has grown steadily, through purchase and gift, to 566 acres, much of it in undisturbed woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.



# Presidents

SAMUEL STANHOPE SMITH, D.D., LL.D. ....	1775-1779
JOHN BLAIR SMITH, D.D. ....	1779-1789
DRURY LACY, D.D. ( <i>Vice President and Acting President</i> ) ....	1789-1797
ARCHIBALD ALEXANDER, D.D., LL.D. ....	1797-1806
WILLIAM S. REID, D.D. ( <i>Vice President and Acting President</i> ) ....	1807
MOSES HOGE, D.D. ....	1807-1820
JONATHAN P. CUSHING, A.M. ( <i>Acting President</i> ) ....	1820-1821
( <i>President</i> ) ....	1821-1835
GEORGE A. BAXTER, D.D. ( <i>Acting President</i> ) ....	1835
DANIEL LYNN CARROLL, D.D. ....	1835-1838
WILLIAM MAXWELL, LL.D. ....	1838-1845
PATRICK J. SPARROW, D.D. ....	1845-1847
S. B. WILSON, D.D. ( <i>Acting President</i> ) ....	1847
F. S. SAMPSON, D.D. ( <i>Acting President</i> ) ....	1847-1848
CHARLES MARTIN, A.B. ( <i>Acting President</i> ) ....	1848-1849 and 1856-1857
LEWIS W. GREEN, D.D. ....	1849-1856
REV. ALBERT L. HOLLADAY ( <i>Died before taking office</i> ) ....	1856
JOHN M. P. ATKINSON, D.D. ....	1857-1883
RICHARD McILWAINE, D.D., LL.D. ....	1883-1904
JAMES R. THORNTON, A.M. ( <i>Acting President</i> ) ....	1904
WILLIAM H. WHITING, JR., A.M., LL.D. ( <i>Acting President</i> ) ....	1904-1905 and 1908-1909
J.H.C. BAGBY, Ph.D. ( <i>Acting President</i> ) ....	1905
JAMES GRAY McALLISTER, D.D., LL.D., D.Litt. ....	1905-1908
HENRY TUCKER GRAHAM, D.D., LL.D. ....	1909-1917
ASHTON W. McWHORTER, A.M., Ph.D. ( <i>Acting President</i> ) ....	1917-1919
JOSEPH DuPUY EGGLESTON, A.M., Ph.D. ....	1919-1939
EDGAR GRAHAM GAMMON, D.D., LL.D. ....	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D. ....	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. ....	1960-1963
WALTER TAYLOR REVELEY, B.A., B.D., Ph.D., LL.D., D.Litt. ....	1963-1977
JOSIAH BUNTING III, B.A., B.A.(Oxon.), M.A. (Oxon.) ....	1977-



Josiah Bunting III, President of the College



# Board of Trustees

## *Officers of the Corporation, 1984-85*

W. SYDNOR SETTLE '55	Chairman
HENRY C. SPALDING, JR. '60	Vice-President
JOSIAH BUNTING III	President
GEORGE B. CARTLEDGE, JR. '63	Secretary
JOHN A. TIMMONS, JR.	Assistant Secretary and Treasurer

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ERNEST P. GATES '45	Chester, Virginia
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RICHARD MICHAUX '34	Richmond, Virginia
JACK B. NORMENT	Montgomery, Alabama

## *Class of 1987*

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HENRY C. SPALDING, JR. '60	Richmond, Virginia

## *Class of 1988*

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H. HITER HARRIS, JR.	Richmond, Virginia
WILLIAM R. HILL, JR. '36	Richmond, Virginia
EDWIN L. KENNEDY	New York, New York
PETER A. LEGGETT '68	Lynchburg, Virginia
JOHN B. LONG	Beckley, West Virginia
DAVID N. MARTIN '52	Richmond, Virginia

## *Class of 1989*

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RAYMOND B. BOTTOM, JR. '51	Newport News, Virginia
MRS. DAVID F. COWAN	Jacksonville, Florida
PETER M. DAWKINS	New York, New York
J. B. FUQUA	Atlanta, Georgia
JAMES W. GORDON, JR. '32	Richmond, Virginia
ROBERT V. HATCHER, JR. '51	New York, New York



# Administrative Officers

1984-85

JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.)	President of the College
LEWIS H. DREW, B.A., M.A.T., Ed.D.	Dean of Students
J. SHEPPARD HAW III, B.A.	Assistant to the President
ROBERT H. JONES, B.A., M.Ed.	Dean of Admissions
LAWRENCE H. MARTIN, JR., B.A., M.A., Ph.D.	Associate Dean of the Faculty
DANIEL P. POTEET II, B.A., M.A., Ph.D.	Provost and Dean of the Faculty
JOHN A. TIMMONS, JR., B.S., M.B.A.	Vice President for Finance
PETER L. WYETH, B.A., M.A.	Vice President for Development

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## ADMINISTRATIVE STAFF

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1984-85

PAUL S. BAKER, B.S., M.A.	Director of Student Aid and Records
ANTHONY CAMPBELL, B.S., M.Ed.	Director of Counseling and Career Planning
WILFRED R. CHASSEY, B.S., M.S.	Athletic Director
GLENN CULLEY, A.A.S.	Controller
JAMES G. GAMBLE, B.S.	Programmer/Analyst
ANITA H. GARLAND, B.A., M.B.A.	Associate Dean of Admissions
SIDNEY J. HALL, B.A., B.D.	College Chaplain
JEFFREY S. HOLLAND, B.A.	Assistant Dean of Admissions
C. THOMPSON JERVEY, B.A., M.A.	Assistant Dean of Admissions
FREDERICK E. KEARSLEY	Director of Physical Facilities
S. WARREN KERNODLE	Superintendent of Buildings and Grounds
LINDA L. MARTIN, R.N.	Director of Student Health Service
RICHARD C. McCLINTOCK, B.A., M.A., Ph.D.	Director of Publications
ALICIA NOVEY, B.A., M.A.	Director of Corporation & Foundation Support
JON A. PACE, B.A.	Director of Annual Giving
GEORGE M. PETERS, B.S.	Director of Capital Programs
LESLIE DAVIS PHAUP, JR.	Business Manager
BRIAN W. PRUITT, B.A.	Assistant Dean of Admissions
VIRGINIA G. REDD	Director of Records and Research
KIMBERLY B. ROTH	Bookstore Manager
TODD H. SCHILL, B.A., M.A., Ph.D.	Associate Dean of Students
JOHN H. WATERS III, B.A.	Director of Alumni Relations
SALLY WATERS, B.S.	Assistant Director of Student Aid
FLORENCE C. WATSON	Assistant Director of Records



# Faculty

## 1984-85 (By Rank)

THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. (1927, 1971) *President Emeritus and Professor Emeritus of Physics*

WALTER TAYLOR REVELEY, A.B., B.D., Ph.D., LL.D., D.Litt. (1963, 1978) *President Emeritus*

WILLIAM COLLAR HOLBROOK, A.B., B.A. (Oxon.), M.A., Ph.D. (1960, 1970) *Converse Professor Emeritus of Romance Languages*

ALBERT LOUIS LEDUC, A.B., M.A., Ph.D. (1962, 1972) *Professor Emeritus of Modern Languages*

ELMO BERNARD FIRENZE, B.A., M.A. (1946, 1974) *Professor Emeritus of German and French*

CHARLES FERGUSON MCRAE, B.A., B.D., Th.M., Th.D. (1942, 1975) *Professor Emeritus of Bible*

GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D., Litt.D. (1939, 1977) *Blair Professor Emeritus of Latin*. B.A., Hampden-Sydney College, 1927; A.M., Harvard University, 1928; Ph.D., Harvard University, 1931; Litt.D., Hampden-Sydney College, 1979.

JOSEPH WILLARD WHITTED, B.S., M.A., Ph.D. (1949, 1981) *Professor Emeritus of Modern Languages*

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1977) *Professor Emeritus of Bible*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

DUDLEY BYRD SELDEN, B.S., M.S. (1961, 1974) *Associate Professor Emeritus of Mathematics*

\*On leave 1984-85; F=full semester only, S=spring semester only.

†Exchange faculty from Randolph-Macon Woman's College

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963) *Professor of Physics*. B.S., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D.\* (1962, 1965) *Professor of English*. B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., M.S., Ph.D. (1961, 1967) *Professor of Psychology and Sociology and College Psychologist*. B.A., Northwestern College, 1944; B.M., Illinois Wesleyan University, 1946; C.R.M., Wisconsin Lutheran Seminary, 1947; M.A., Eastern Michigan University, 1957; M.S., Virginia Commonwealth University, 1980; Ph.D., Michigan State University, 1964.

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Physics*. B.S., Virginia Military Institute, 1954; M.S. University of Virginia, 1957; Ph.D., University of Virginia, 1960.

HOMER ALVIN SMITH, JR., B.A., Ph.D. (1964, 1967) *Professor of Chemistry*. B.A., Rice University, 1953; Ph.D., Oklahoma State University, 1961.

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967) *Professor of Psychology*. A.B., University of Michigan, 1938; M.A., State University of New York, 1948; D.Ed., Pennsylvania State University, 1951.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D.<sup>F</sup> (1964, 1968) *Professor of Chemistry*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology*. A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

EDWARD ALEXANDER CRAWFORD, JR., B.S., M.A. (1963, 1979) *Professor of Biology*. B.S., University of South Carolina, 1948; M.A., University of Virginia, 1956.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1980) *Professor of*



Religion. A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Professor of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981) *Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981) *Professor of Religion*. B.S., Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1982) *Professor of Physics*. A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Professor of History*. B.A., Randolph-Macon College, 1962; M.A., Duke University, 1965; Ph.D., Duke University, 1972.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 1982) *Professor of History*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1982) *Professor of Mathematics*. B.S., Virginia Polytechnic Institute and State University, 1964; Ph.D., Virginia Polytechnic Institute and State University, 1971.

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1982) *Professor of Modern Languages*. B.A., Instituto Santiago, Santiago de Cuba, 1949; Doctor en Derecho, Universidad de La Habana, Havana, Cuba, 1955; M.A., University of North Carolina, 1969; Ph.D., University of North Carolina, 1974.

CHARLES WAYNE TUCKER, B.A., M.A.,

Ph.D. (1972, 1983) *Professor of Classics*. B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1984) *Professor of Biology*. A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1984) *Associate Dean of the Faculty and Professor of English*. B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), (1977) *President of the College and Adjunct Professor of English*. B.A., Virginia Military Institute, 1963; B.A., University of Oxford, 1965; M.A., University of Oxford, 1969.

SAMUEL VAUGHAN WILSON, *Adjunct Professor of Political Science*. (1984).

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1969) *Associate Professor of Physics*. B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970) *Associate Professor of Economics*. B.A., Yale University, 1956; Ph.D., Duke University, 1966.

THOMAS EDWARD DEWOLFE, A.B., M.A., Ph.D. (1966, 1974) *Associate Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967, 1974) *Associate Professor of Classical Studies and Clerk of the Faculty*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974) *Associate Professor of Philosophy*. B.A., University of Minnesota, S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.



GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1977) *Associate Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 1978) *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

JOSEPH E. GOLDBERG, B.A., Ph.D.\* (1975, 1978) *Associate Professor of Political Science*. B.A., State University of Iowa, 1962; Ph.D., University of Washington, 1973.

ALAN FORD FARRELL, A.B., M.A., Ph.D. (1973, 1979) *Associate Professor of Modern Languages*. A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts University, 1972; Ph.D., Tufts University, 1972.

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D. (1973, 1979) *Associate Professor of Modern Languages*. B.A., Apaczai Pedag. College, Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H., 1962; B.A. Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971; Ph.D., University of North Carolina, 1973.

BRIAN EUGENE SCHRAG, B.A., M.A. Ph.D. (1973, 1979) *Associate Professor of Philosophy*. B.A., Bethel College, 1964; M.A., University of Iowa, 1971; Ph.D., Vanderbilt University, 1975.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D.\* (1976, 1981) *Associate Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D.<sup>F</sup> (1978, 1981) *Associate Professor of Classics*. B.A., Grinnell College, 1969; M.A. Stanford University, 1972; Ph.D., Stanford University, 1972.

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 1981) *Associate Professor of Mathematics*. B.S. Denison University, 1967; Ph.D., University of Virginia, 1975.

STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981) *Associate Professor of Fine Arts*. B.A., Amherst College, 1953; M.F.A., Yale School of

Drama, 1963; D.F.A., Yale School of Drama, 1969.

JAMES C. KIDD, B.A., M.Mus., Ph.D. (1981) *Associate Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

DAVID E. MARION, B.A., M.A., Ph.D.<sup>S</sup> (1977, 1983) *Associate Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

JAMES ANGRESANO, B.S., M.B.A., Ph.D. (1980, 1983) *Associate Professor of Economics*. B.S., Lehigh University, 1968; M.B.A., New York University, 1971; Ph.D., University of Tennessee, 1981.

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DAVID S. PELLAND, A.B., Ph.D. (1981, 1984) *Associate Professor of Mathematics*. A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

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JOSEPH P. STENSON, B.S., Ph.D. (1984) *Visiting Associate Professor of Chemistry*. B.S., John Carroll University, 1965; Ph.D., University of Wisconsin, 1970.

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SHEARER DAVIS BOWMAN, B.A., M.A. (1981) *Assistant Professor of History*. B.A., University of Virginia, 1971; M.A., University of California, 1976.

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ROBERT T. HERDEGEN III, B.S., M.A., Ph.D. (1981) *Assistant Professor of Psychology*. B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.

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RICHARD ELTON PALMER, A.B., Ph.D. (1982) *Assistant Professor of Chemistry*. A.B., Washington and Jefferson College, 1965; Ph.D., Michigan State University, 1971.

PHILIP M. HOLLERAN, A.B., (1984) *Assistant Professor of Economics*. A.B., Wabash College, 1978.

JOHN G. FRANK PAPOVICH, B.A., M.A., Ph.D. (1981) *Visiting Assistant Professor of Rhetoric*. B.A., Fort Lewis College, 1977; M.A., University of Virginia, 1978; Ph.D., University of Virginia, 1984.

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LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983) *Visiting Assistant Professor of Rhetoric*. B.A., St. John's University, 1975; M.A., Duke University, 1976; Ph.D., Duke University, 1984.

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DANIEL POWELL POTEET II, B.A., M.A., Ph.D. (1977, 1978) *Dean of the Faculty*. B.A., Harvard University, 1963; M.A., University of Illinois, 1965; Ph.D., University of Illinois, 1969.

JOHN RYLAND, B.A., M.A. (1979) *Head Librarian*. B.A., Florida State University, 1964; M.A., Florida State University, 1969; Bibliotekseksam (M.L.S.), Royal School of Librarianship (Copenhagen), 1971.

THOMAS J. O'GRADY, B.A., M.A. (1974) *Poet-in-Residence and Lecturer in English*. B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.

CARL STERN, A.B., M.B.A., Ph.D.† (1971) *Lecturer in Economics*. A.B., Colby College, 1943; M.B.A., University of Pennsylvania, 1947; Ph.D., University of Pennsylvania, 1954.

CHRISTIAN MICHAEL GAMBONE, B.A., M.A.† (1980) *Lecturer in Economics*. B.A., Wright State University, 1970; M.A., Western Michigan University, 1974.

JEANNE M. NAILOR, B.S., M.A. (1980) *Lecturer in Mathematics*. B.S., Grove City College, 1978; M.A., Duke University, 1980.

NANCY H. POTEET, B.A., M.A. *Lecturer in English*. B.A., University of Wisconsin, 1965; M.A., University of Illinois, 1967.

WILLAM H. MYERS III, B.S., M.A. (1981) *Lecturer in Mathematics*. B.S., Purdue Univer-



sity, 1971; M.A., University of Colorado, 1974.

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Chicago, 1965; M.A., Harvard University, 1966.

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1978.

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College of Education, 1970; B.A., University of  
Oregon, 1974; M.A., University of Oregon,  
1976; Ph.D., University of Oregon, 1982.

MARTHA DIMES TOHER, B.A., M.A., Ph.D.  
(1984) *Lecturer in Rhetoric*. B.A., Marietta Col-  
lege, 1972; M.A., Clark University, 1975; Ph.D.,  
Duke University, 1984.

## **LIBRARY**

JOHN RYLAND, B.A., M.A.  
Librarian  
ASTRID BRYNESTAD, B.A., M.L.S.  
Reference Librarian  
SANDRA W. HEINEMANN, B.A., M.A.L.S.  
Catalogue Librarian  
ELNA ANN MAYO, A.B., M.A.  
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## **ATHLETICS**

WILFRED R. CHASSEY, B.S., M.S.  
Director of Athletics and Intramurals, and  
Wrestling Coach  
JOHN STOKELY FULTON, B.S.  
Head Football Coach and Head Baseball Coach  
DONALD P. THOMPSON, B.A., M.A.  
Assistant Director of Athletics, Head Basketball  
Coach, and Head Golf Coach  
JAMES ANGRESANO, B.S., M.B.A., Ph.D.  
Head Cross Country Coach  
S. DAVIS BOWMAN, B.A., M.A.  
Head Soccer Coach  
JAMES Y. SIMMS, A.B., M.A., Ph.D.  
Assistant Soccer Coach  
B. JOSEPH LAMMAY, B.S.  
Sports Information Director, Assistant  
Basketball Coach, and Assistant Head Golf  
Coach  
GILMAN Z. SIMMS, B.A., D.D.S.  
Athletic Trainer  
FRANK H. FULTON, JR., B.A.  
Assistant Football and Baseball Coach  
CARMEN PALLADINO  
Assistant Football Coach and Head Tennis  
Coach  
RAY ROSTEN  
Head Lacrosse Coach and Assistant Soccer  
Coach  
R. STEPHEN MESSICK, B.S., M.S.  
Head Athletic Trainer



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## ASSISTANTS AND SECRETARIES

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### ACADEMIC

MR. JAMES W. BELL ..... Chemistry Technician  
MRS. ANNE S. BERRY ..... Secretary, Library  
MS. LIBBY BLANTON ..... Clerk in Reference and Cataloguing, Library  
MRS. ELIZABETH T. CARTER, B.S. .... Biology Technician  
MRS. JEWEL D. FORE ..... Secretary, Library  
MRS. JANE HOLLAND ..... Secretary, Morton Hall  
MRS. MURIEL HOLSHOE ..... Clerk in Acquisitions, Library  
MRS. JEAN P. HUDSON ..... Secretary, Gilmer Hall  
MRS. LINNIE N. KERNODLE ..... Secretary, Bagby Hall  
MRS. ELNA ANN MAYO, A.B., M.A. .... Cataloguing Assistant, Library  
MR. IRVIN M. ROBERTSON ..... Physics Technician  
MRS. FLORENCE P. SEAMSTER ..... Secretary, Library

### ADMINISTRATIVE

MRS. BARBARA S. ARMENTROUT ..... Posting Clerk  
MRS. P. TULANE ATKINSON .. Hostess, Parents & Friends Lounge and Curator, Museum  
MRS. HAZEL BALDWIN ..... Cashier  
MRS. SANDRA M. BELL ..... Administrative Assistant, Development  
MRS. ERLENE BOWMAN ..... Head Cashier, Bookstore  
MRS. LUCY B. BRIGHTWELL ..... Office Manager, Admissions and Financial Aid  
MRS. LYNN CLEMENTS ..... Bookkeeper  
MRS. ROBERTA CRAWLEY, R.N. .... Infirmary Nurse  
MRS. MAUREEN CULLEY, B.S. .... Secretary to the Provost and Dean of the Faculty  
MRS. GAIL DOSS ..... Secretary, Athletic Department  
MRS. ERNA W. DAYE ..... Purchasing Agent  
MRS. VIRGINIA W. DRUEN ..... Executive Secretary to the President  
MRS. LYNN W. ESTES, B.A. .... Assistant and Secretary,  
Counseling and Career Planning  
MRS. BARBARA C. FORE ..... Secretary to the Dean of Students  
MS. BRENDA F. GARRETT ..... Typesetter  
MRS. KAREN HARRIS ..... Data Order Entry Operator  
MRS. DEBBIE W. HENDRIX ..... Secretary, Admissions and Financial Aid  
MS. JACKIE JARRETT, B.S. .... Secretary, Annual Giving  
MRS. VIRGINIA W. JOHNSTON ..... Secretary to the Vice President for Finance  
MRS. SHIRLEY B. JONES, B.A. .... Coordinator of Special Programs  
MRS. LAURIE H. KENNON ..... Secretary, Assistant to the President  
MRS. JEAN Y. MCKAIN ..... Clerk/Receptionist, Admissions  
MISS SHIRLEY K. MOTTLEY ..... Records and Research Assistant, Development  
MRS. MERLE C. PAIRET ..... Supervisor of Housekeeping  
MRS. GERRY PETTUS ..... Switchboard Operator and Secretary, Development  
MRS. JOANNE PITTS ..... Secretary/Receptionist, Student Aid and Records  
MR. CARLTON REDD, B.S. .... Gift Recorder, Development  
MRS. JEAN REID ..... Computer Records Manager  
MRS. SHIRLEY B. RICE, A.B. .... Assistant Postmistress  
MRS. PATRICIA L. STWODAH, M.A. .... Assistant Manager, Bookstore  
MR. BRIAN S. THOMAS, B.A. .... Assistant Director of Annual Giving  
MRS. QUETA S. WATSON ..... Assistant Supervisor of Housekeeping  
and Secretary to the Department of Buildings and Grounds  
MRS. MARIANNE F. WELLS, B.A. .... Postmistress  
MRS. PAMELA WOODS ..... Graphics Assistant



## COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number in parentheses indicates the last year in office) of their members.

### ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audio-visual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the Faculty. Also serves as the Executive Committee of the Faculty between Faculty meetings. May establish sub-committees and *ad hoc* committees, for purpose definite, to report to it.

#### Membership:

3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Wilson (85), Mayo (86), Barrus (87)

1 faculty member elected at large annually: Hendley

1 faculty member appointed by the President annually after the election of the above: Gemborys

1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): M. Jones

Dean of the Faculty, *ex officio*: Poteet

Chairman, elected from within the Committee: TBA

#### Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Merit Scholarship program.

#### Membership:

3 faculty members appointed by the Dean for 3-year staggered terms: Hendley (85), Rogers (86), Sipe (87)

Dean of the Faculty, *ex officio*: Poteet

Chairman, appointed by the Dean: Rogers

#### Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the Faculty.

#### Membership:

Director of Admissions (Chairman *ex officio*): Jones

Dean of Students: Drew

3 faculty members elected one each year, for 3-year staggered terms, by the Faculty: Farrell (85), Harrell (86), Sipe (87)

1 faculty member appointed annually by the President, after the above election: Kidd

(The Chairman shall invite such other members of the Administration as shall be appropriate to sit in on meetings when needed.)

#### Premedical-Predental Advisory Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and predental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

#### Membership:

3 faculty members, two of whom should represent the natural sciences, appointed by the President for 3-year staggered terms: Smith (85), Heinemann (86), Turney (87)

#### Foreign Study Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

#### Membership:

4 faculty members appointed for 4-year staggered terms, one appointed each year by the President: Wilson (85), Silveira (86), Martin (87), Palmer (88)

Chairman: TBA

### FACULTY AFFAIRS COMMITTEE

Responsible for advice and consent on faculty hiring, promotion, and tenure; advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.

3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Beard (85), Simms (86), Martin (87)

3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Laine (85), Norment (86), Smith (87)

Dean of the Faculty, *without vote*: Poteet

Chairman, elected from within the Committee: TBA

### STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

#### Membership:

3 faculty members, one elected at large each year for a 3-year term: Herdegen (85), Bryce (86), Townsend (87)

President of the Student Government: B. Hoey

2 students appointed by the President of the College annually in the spring: TBA

Dean of Students *ex officio*: Drew

Chairman, elected from within the Committee: TBA

#### Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the Faculty, oversight and review of varsity and intramural athletic programs; liaison between the Athletic Director and the Faculty.

#### Membership:

Athletic Director *ex officio*: Chassey

Dean of Students *ex officio*: Drew

4 faculty members, one elected at large each year for a 4-year term: Pelland (85), Koether (86), Simms



(87), Heinemann (88)

1 student appointed by the President of the College each Spring: TBA

Chairman, elected from within the Committee: TBA

#### **Lectures and Programs Committee**

A subcommittee of Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

##### **Membership:**

3 faculty members, serving 3-year staggered terms, 1 (Chairman), appointed by the President, 2 elected by the Faculty: Ryland (85), Farrell (86), Iverson (87)

4 students chosen annually in the Spring by the President of Student Government: TBA

Dean of Students, *ex officio*: Drew

Chairman: TBA

#### **BUDGET-AUDIT COMMITTEE**

Responsible for annual review and evaluation of priorities

reflected in the budget, and the general fiscal condition of the College — the findings to be reported to the Faculty, students, and trustees.

##### **Membership:**

4 faculty members, serving 4-year staggered terms, one from each division: Gibson (85), Tucker (86), Joyner (88); and one from the faculty at large: Gaskins (87)

Chairman, elected from within the Committee: TBA

#### **GRIEVANCE COMMITTEE**

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.

##### **Membership** (elected from tenured faculty):

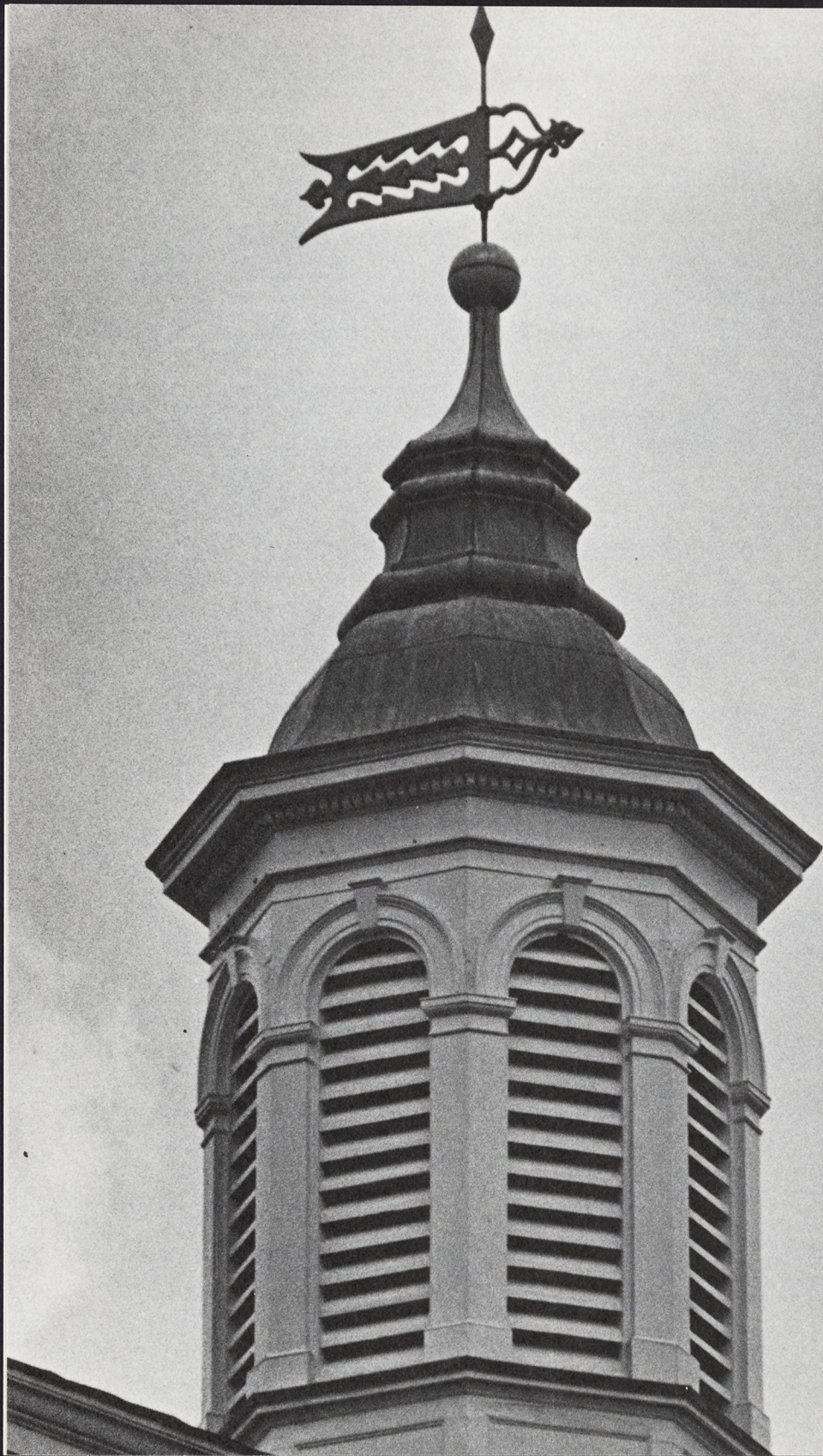
5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. Shear (85), Norment (85), Rogers (86), Silveira (86), Angresano (87)

2 alternates: Ortner (85), Jagasich (85)

Chairman, elected from within the committee: TBA

*Faculty Representative to the Board of Trustees:* Shear





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# Academic Program

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the student's undergraduate experience while encouraging him to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. With this object in view, Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning while being flexible enough to encourage independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

## CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

## GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. In order to gain admission to graduate school, an applicant is expected to have done undergraduate work of a high caliber. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

## BUSINESS AND GOVERNMENT

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business or governmental administration. Hampden-Sydney graduates have entered these fields from every major program of the College. Whatever a student's major may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Many Hampden-Sydney students prepare for business careers by electing a major in economics, especially the managerial economics program. Many others, however, enter business from a variety of majors other than economics. Some, from economics and other disciplines, continue their education in Master of Business Administration (M.B.A.) graduate study. A student planning to enter business or government, or to attend graduate school in business administration, is urged to take advantage of the variety of liberal arts courses, all of which contribute to a balanced view of his society, economy, and culture.

## THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate the Christian ministry to take a broadly-based selection of courses in the humanities and in the social and natural sciences. While not requiring these languages for admission, the seminaries do recommend that a prospective minister acquire in his undergraduate training a working knowledge of Hebrew and Greek. Hampden-Sydney provides all these opportunities.



## LAW

Students intending a career in law need not follow a prescribed undergraduate program or take a specific major in preparation for law school or professional practice. Students are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education."

A program of study in which students develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. These skills are employed throughout the liberal arts curriculum in the study of ethics, history, literature, politics, mathematics, the sciences, and languages.

In addition to the regular academic advising program at Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society makes available information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session.

## MEDICINE AND DENTISTRY

According to recent editions of *Medical School Admissions Requirements* (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics, and physics), highly developed communication skills, and a solid background in the social sciences and humanities." A broad liberal-arts education is equally important for the student entering dental school.

Although a majority of medical and dental applicants at Hampden-Sydney and nationally have elected to major in science (usually biology or chemistry) in recent years, the student should clearly understand that choice of major *of itself* has no influence on chances for acceptance. "The medical profession needs individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." (MSAR) The premedical or predental student should choose his major freely from *any offered at Hampden-Sydney*. The important factor about the major is not its identity but that it be pursued with vigor, depth, and excellence. Students with strong interests in two fields sometimes elect a double major. The double major offers no particular advantage for admission except insofar as its challenge stimulates

the student to do his best work. The majors should be in contrasting fields, usually in different divisions. The choice of major should also take into account the student's alternative plans in case he decides not to apply to medical/dental school or is unable to secure admission.

Most medical and dental schools require a minimum of three years of undergraduate work; however, a large majority of individuals accepted complete the bachelor's degree before matriculation. Virtually all U.S. medical and dental schools require the completion of two semesters of each of the following basic science courses (with laboratory): general biology, general chemistry, organic chemistry, and general physics. Performance in these courses generally has more leverage in the admissions process than other courses, particularly for the non-science major who has less additional science work for consideration. Unless they have achieved at a very high level in the four basic science courses, nonscience majors should consider choosing a few advanced science courses as electives, in order to improve chances for admission as well as their performance in the medical/dental basic science curriculum after admission.

Whatever his major and choice of electives, it is important that the student choose a challenging curriculum each semester that assists in his rapid development and builds a record for admission. The curriculum for each semester in the early years should typically contain two courses in the science/mathematics area. Certain medical and dental schools list additional required or recommended courses in such fields as mathematics and Rhetoric/English, but these are generally covered by our distribution requirements. One Virginia institution, Eastern Virginia Medical School, requires six hours in psychology, anthropology, or sociology. No later than his junior year, each student should consult MSAR for the particular requirements of each institution to which he may apply.

As an important element in admissions, every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT) and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year. The basic science courses covered on these tests must be completed, or nearly so, beforehand. The MCAT covers the four basic sciences listed above, and the DAT all of them except general physics. These tests also assess verbal and quantitative aptitude, reading comprehension, and, for the DAT only, perceptual ability.



A faculty committee advises students concerning preparation for medical and dental school and assists them in the application process. On request, it prepares committee recommendations for transmittal to all institutions to which the student has applied.

## SECONDARY SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

The interscience major provides a broad science background, including about six semesters' concentration in one field, and constitutes a satisfactory preparation for teaching in the field of concentration. However, the student who aspires to be a master teacher of science should elect a full major in one of the sciences in preparation for graduate study, as recommended by the National Science Teachers Association and other professional groups.

Most of the courses needed to satisfy the professional education requirements of the State may be taken at Hampden-Sydney or through the cooperative arrangement with Longwood College. The remaining course needed for full certification, student teaching, may be taken subsequently at any Virginia college which offers it. Students who think they may want to earn full certification should consult with the Director of Records before the beginning of their junior year.

## EDUCATIONAL FACILITIES

### COMPUTING FACILITIES

The John Brooks Fuqua Computing Center at Hampden-Sydney College houses one of the finest academic computing systems that an undergraduate is likely to find anywhere. Located on the first floor of Bagby Hall, the recently renovated facility is built around a Perkin-Elmer 3242 CPU with 2 million bytes of main memory and a secondary on-line memory capacity in excess of 200 million bytes. True 32-bit architecture, an 8 KB cache memory, double precision floating point hardware, and microprogrammable firmware are some of the many advanced features of the 3242.

There are 36 terminals and 8 printers directly attached to the computer. Sixteen terminals and 4 printers are in the Computing Center Lab where they are available to individual students as well as to entire classes. Utilizing a network consisting of more than 6 miles of underground cable, another 20 terminals and 4 printers are distributed campus-wide, connecting every academic and administrative building to the computer. Using any of these 36 terminals students can run programs in FORTRAN, BASIC, PASCAL, COBOL, SNOBOL, and Assembler and can access an extensive library of special programs such as MINITAB (statistical), TEXT (word-processing), and IMSL (International Mathematics and Statistics Library). In addition, four 1200 BPS dial-up lines make it possible for users to access the computer from any location where there is a telephone. Thus, at Hampden-Sydney, it is possible for a student to own a terminal and to access the computer from the privacy of his dorm room.

The OS/32 operating system on the 3242 is a multi-tasking, multiprogramming operating system which supports a simultaneous mix of interactive and batch jobs. This means that a student can submit one or more long jobs to run in batch mode and, while those jobs are running, he can be editing a program in interactive mode in preparation for still another run. And with OS/32 the only limitation on the size of a program is the amount of main memory available. At Hampden-Sydney this is a full two million bytes.

Because of the ease of access, computer usage at the College has grown at the rate of 15% per year since the Perkin-Elmer was installed in 1980. In order to guarantee ease of access for the rest of this decade, the College has recently purchased a large number of Apple Macintosh microcomputers. In addition to a Macintosh lab which doubles as a classroom, there are Macintoshes in the Library for student use and over



half of the members of the faculty own Macintoshes which they use in teaching and research.

The College also has equipped its scientific and experimental labs with more traditional pre-Macintosh type computers. These mini/micro computers are used by students for a wide variety of purposes, including monitoring laboratory experiments, data collection and plotting, and interactive graphics.

### LANGUAGE LABORATORY

A foreign language laboratory equipped with thirty individual booths is located in Bagby Hall for the instruction of students in audio-lingual skills. Regular work in the development of these skills is required of all first- and second-year students in modern languages.

### EGGLESTON LIBRARY

The book collection, numbering more than 140,000 volumes, got its start in 1775, nearly a year before the beginning of classes, when the Board of Trustees sent President Samuel Stanhope Smith to Philadelphia to purchase books for the new school. It is growing at the rate of some 4,000 volumes a year. More than 800 periodicals and scholarly journals are received regularly. In addition, the library is a depository for selected U.S. Government publications.

The present building, named for former President Joseph DuPuy Eggleston, provides seating space for 450 readers, individual study tables, and a new audiovisual center with facilities for individual and group viewing or listening as well as personal computing. Coin-operated copying facilities are available.

### GILMER SCIENCE CENTER

Gilmer Science Center, completed in 1968, has 62,500 square feet of teaching space, including a separate greenhouse. It is unusually well equipped for undergraduate training in biology, chemistry, and physics. All three departments are research-oriented, and special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.

## SPECIAL PROGRAMS

### SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. In addition, certain courses offered during the regular semesters are also offered during the Short Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the Short Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the Short Term in no way implies assured admission toward a degree at Hampden-Sydney College.

Credits earned during the Short Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of Short Term credits by other institutions depends on the consent of those institutions.

The maximum course load that a student may carry during the Short Term is six semester hours. Fees are charged by the course-hour. The application deadline is usually May 1.

Students may live in Hampden-Sydney dormitories, and all college facilities are available for their use.

### WASHINGTON SEMESTER PROGRAM

Hampden-Sydney College is one of approximately 100 colleges and universities in the United States participating in the Washington Semester Program of the American University in Washington, D.C. The Program is designed to afford well-qualified students an opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar, which brings students into direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with the American University includes the Washington Urban Semester, the Foreign Policy Semester, the Justice Semester, the Economic Policy Semester, the American Studies Semester, and the Washington Science and Technology Semester. The Seminar of the Foreign Policy Semester



brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester includes work with justice officials on all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Economic Policy Semester is an intensive examination of the policy-making process in Washington, particularly as it relates to economic policy. The Washington Science and Technology Semester includes seminars, field study, and research to give insight into the present state of science and technology in specific national problem areas, such as the energy crisis. The Washington Journalism Semester provides an intensive scrutiny of the gathering and presentation of the news.

The Program enables a student to earn sixteen semester hours of credit. This credit is earned through participation in three facets of the Program.

*The Seminar* (8 credit hours) consists of a program of reading and dialogue between the students and faculty and those in the Washington community who participate. Seminar sessions are held every week at either American University or the offices and committee rooms of the invited participants.

*The Internship* (4 credit hours) provides each student with an opportunity to gain firsthand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

*The Research Project* (4 credit hours) gives students latitude in investigating subjects and issues within their area. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4 point scale) to be considered for admission.* Nominations are made in early October and April for succeeding semesters. Applicants need not be majoring in political science but must have had the equivalent of American Government or a beginning course in

political science. Application instructions are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be constructively registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Although the fees are paid to Hampden-Sydney, the costs are those charged by American University. An estimated breakdown of costs for the Washington Semester is listed below (1984-85 estimate):

1. Tuition	\$3,800.00
2. Room Rental Fee (per student) —	
Double Room	1,148.00
Triple Room	880.00
3. Student Activity Fee	35.00
4. Residence Hall Association Fee	5.00
5. Parking Permit Fee	125.00

A ten-meal plan allows a student to choose any ten meals offered from Monday through Friday of each week. The cost for this option is approximately \$600.00 for the semester. It is also possible for students to purchase individual meals à la carte at a reasonable rate.

Other expenses to be considered are:

- transportation to and from Washington;
- transportation (bus and the Metro Subway to seminars and internships) \$6.00 - \$8.00 per week;
- transportation for trips during vacation periods;
- books (between \$55.00 and \$80.00);
- social and cultural activities.

#### APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from higher educational institutions throughout the United States devote their full time to studying the Appalachian region — its strengths, problems, and challenges. The program includes nine hours of credit in sociology at the upper division level, and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with



seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to Dr. Ortnier.

### DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend Hampden-Sydney College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Economic Systems
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering

Interested students should consult the Hampden-Sydney Dual Degree program director, Dr. Beard, for information concerning specific course requirements.

### APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI&SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI&SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engi-

neering program should contact the program advisor, Dr. Porterfield.

### EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Director of Records.

### LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College under which full-time students at either institution may enroll for certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Director of Records. Application for a Longwood course is made through the Director of Records at Hampden-Sydney, preferably at the time of pre-registration. Students are registered on a space-available basis.

### ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood College as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Director of Records at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are they computed in the student's grade point average.*

Application for acceptance in the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

### FOREIGN STUDY

Although Hampden-Sydney does not conduct its own study-abroad program, Hampden-Sydney students are eligible to participate and earn academic credits in foreign study programs sponsored by other colleges or educational



organizations.

Currently, Hampden-Sydney College approves five specific foreign study programs: The Institute of European Studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with programs in London, Madrid, Heidelberg, and Paris; The Franco-American Study Center, in Normandy; the FORSPRO summer program in Madrid; and the summer Virginia Colleges Program at Oxford. Hampden-Sydney students participating in these programs earn grades, credit hours, and quality units.

In addition, the Foreign Study Committee can recommend to the Director of Records that credit be given for satisfactory completion of any of a number of other programs of academic work abroad. For these programs, the student earns transfer credits but not Hampden-Sydney quality units.

The programs approved usually require the student's participation in a group sponsored and supervised by an accredited American institution or a recognized administrative agency. The program must clearly form a legitimate part of the student's curriculum. Ordinarily, students must have earned at least 45 and not more than 90 semester hours at Hampden-Sydney to be eligible for foreign study credit.

Recommendation for credit must be obtained in advance of the work abroad. Students are required to: (1) inform the chairman of the faculty Foreign Study Committee and receive the Committee's approval of the program; (2) obtain a foreign study permission form; (3) secure written approval of the proposed foreign study courses from the chairmen of the equivalent Hampden-Sydney academic departments, his advisor, the chairman of his major department, and the Director of Records; and (4) deposit copies of the completed permission form with the advisor and the Director of Records. If the proposed program is not one of those already approved by Hampden-Sydney, then the Committee may also require the student to have an appropriate GPA before undertaking foreign study.

Any student who studies abroad is responsible for providing to the Director of Records of Hampden-Sydney College transcripts of his work promptly on completion of his foreign study. All grades earned abroad in programs already sanctioned by Hampden-Sydney will be counted; grades earned in other programs will be accepted provided that they meet the transfer-credit standard of at least C in approved courses.

Further information about foreign study opportunities and the regulations for specific programs can be obtained from the faculty For-

eign Study Committee and the Counseling Center.

## THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and challenges the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and classmates, rather than just listening to lectures. The size of Hampden-Sydney, and her excellent faculty, make her uniquely suited to provide a learning environment for this type of motivated student.

The program provides the following components (each an independent entity that can be elected by the students): (1) *Introductory Honors* for freshmen, consisting of one course per semester for two semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Honors Independent Study* for juniors and seniors, comprising a series of courses, independent studies, or tutorials organized around a specific theme (generally cross-disciplinary) and culminating in an independent project. (3) *Honors Majors* are available in all departments for upperclassmen. These consist of special courses and appropriate directed reading or independent study. Each student participating is designated a Fellow of the College, sharing fully in the ongoing creativity of the Faculty and his fellow Honors students. Ordinarily, to be eligible for participation, a student must present an overall academic average of at least 3.0 with a 3.3 average in his departmental major courses. Students interested in applying should consult with their department chairmen.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty and administrative officers of the College. Participation in Honors work is limited to demonstrably superior students who either apply for membership in the program or are nominated by guidance counselors or professors. Interested students should consult the chairman of the Honors Council, Dr. Rogers. Entrance into any phase of the program is subject to the approval of the Honors Council.

## SENIOR FELLOWSHIPS

In the spring of their junior year a group of men are selected to be Senior Fellows for the following year. These men must demonstrate the



maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal project. That normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application, or on nomination by any member of the faculty. Each candidate must file his application with the Chairman of the Honors Council during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes. Senior Fellows pay full tuition.

### THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1977-1978. The purpose of the program is to assure that all graduates of the College are able to write clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement. The program is divided into a two-course sequence, Rhetoric 101 and 102.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students with scores at or above 650 on the SAT Verbal or English Achievement Tests, or 60+ on the TSWE, may be *considered* for exemption from Rhetoric 101. Entering students who write particularly well may be exempted from Rhetoric 101 and 102.

Rhetoric 102 focuses on the study and com-

position of the essay, with special attention to stylistic clarity, vocabulary building, and research techniques.

Each student must pass a proficiency examination in rhetoric at the end of his sophomore year. The examination will be a timed essay; the essays will be evaluated by faculty members drawn from the faculty at large.

A student who performs unsatisfactorily on this examination has the option of taking a short-term course, auditing a freshman rhetoric course, or seeking tutorial assistance. Opportunities for a retest will be provided. A student will be suspended if he has not passed the Rhetoric proficiency exam by the end of the semester in which he earns this 89th credit hour toward graduation. (Hours earned in short term or summer school will be applied to the following, rather than preceding, semester.)

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

Students who entered Hampden-Sydney prior to the fall of 1978 and who have not satisfied the English composition proficiency requirement will be allowed to do so by successfully completing Rhetoric 101.

Students who successfully completed English 105 will be allowed to take Rhetoric 102 for graduation credit hours but not distribution credit hours.



## REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate for graduation to make sure he meets all of the stated requirements for the degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts, or for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

### PROFICIENCY REQUIREMENTS

Proficiency in Rhetoric and in a foreign language at the 200 level is required: (*i.e.*, two 3-hour semester courses in Rhetoric, and passing the Rhetoric examination; two semester courses in a foreign language at the 200 level, or one 3-hour course at the 300 level).

Courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements. Distribution credits can satisfy requirements of a departmental major, and requirements for a major can satisfy distribution requirements. Foreign language literature courses can satisfy the Humanities distribution requirement in literature as well as the language requirement.

### DISTRIBUTION REQUIREMENTS

#### A. Natural Sciences and Mathematics (Four Courses)

1. Natural Sciences: two courses, chosen from two departments, including at least one (with co-requisite laboratory) from among Biology 101, Chemistry 101, Physics 111, Physics 115.
2. Mathematics: one course from among Mathematics 101, 102, 103, 104, 201, 202, 203, 207.
3. One additional course outside the department of the major.

#### B. Social Sciences (Three Courses)

1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 200.  
(History 101 or 102 may not be used to satisfy this requirement if it is used to satisfy the History and Culture requirement below.)
2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 201, Sociology 201.
3. One additional course outside the department of the major.

#### C. Humanities (Seven Courses)

1. History and Culture: Western Man 101-

102 or History 101-102 (two course sequence required).

(History 101-102 may not be used to satisfy this requirement if it is used to satisfy the Social Sciences requirement above.)

2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 201, 202, 205.
3. Literature: one course from among Classical Studies 203, 204; English 201, 202; Classical and Modern Language literature courses at the 300 level and above.
4. Fine Arts: one course from among Fine Arts 103, 201, 202, 207, 302.
5. Two additional courses outside the department of the major.

### CREDIT HOURS REQUIREMENT

Successful completion of enough course work to total 120 semester hours of credit is required. The semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for the laboratory which meets two and one-half hours per week for the semester.

### MAJOR REQUIREMENT

Successful completion of the courses to qualify for a major in the department or area of specialization is required.

The purpose of the major is to afford students the opportunity to study a particular subject in depth. This concentration is intended to complement the broad education provided by proficiency courses, distribution requirements, and electives.

Students must notify the Director of Records of their choice of major department before the end of their fourth semester.

### MAJORS

A student may elect to major in any one of the following disciplines or groups of disciplines:

Biochemistry	Latin
Biology	Management Economics
Biophysics	Mathematics
Chemistry	Mathematics and Computer Science
Chemical Physics	Mathematics and Natural Science
Classical Studies	Philosophy
Economics	Physics
Economics with Mathematics	Political Science
English	Psychology
French	Religion
German	Religion and Philosophy
Greek	Spanish
Greek and Latin	
History	
Humanities	



The requirements for each of these majors may be found in the section on Course Offerings.

### **RESIDENCE REQUIREMENT**

A minimum residence of two academic years, including the last year preceding graduation is required. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

### **QUALITY REQUIREMENT**

A grade point average of 2.0 (C) on work taken at Hampden-Sydney and in cooperative programs, or 120 hours of C work or better, at least sixty hours of which must be earned in courses taught at Hampden-Sydney, is required. The grade point average is calculated by dividing the total quality units earned at Hampden-Sydney and in cooperative programs by the total hours attempted.

### **FRESHMAN ADVISING REQUIREMENT**

For all students who begin as first-semester freshmen at Hampden-Sydney, successful completion of the freshman advising seminar is a requirement for graduation. Students satisfy the requirement by giving evidence of preparation for and participation in the seminar, and by having no more than two unexcused absences from the seminar meeting.

### **PART-TIME ENROLLMENT**

With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than twelve hours of academic credit in a semester. Part-time students are not normally permitted to live in dormitories. A student who begins a semester as a full-time degree candidate enrolled in twelve or more hours of classes and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to part-time status or fees.

Fees are \$120 per credit hour for the first seven hours, and increase substantially on a per credit hour basis for hours eight through eleven.

Further information about part-time status, including fees, may be obtained from the Office of the Dean of the Faculty.

### **SPECIAL STUDENTS**

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may

enroll for no more than seven hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admission procedure. A student who begins a semester as a full-time degree candidate and who subsequently reduces his enrollment to fewer than twelve hours is not entitled to special student status or costs.

Fees are \$120 per credit hour for the first seven hours, and increase substantially on a per credit hour basis for hours eight through eleven.

Further information about special student status, including fees, may be obtained from the Office of the Dean of the Faculty.

### **REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE**

Anyone who has earned a bachelor's degree at Hampden-Sydney or elsewhere may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chairman of the major department.



## THE ADVISING SYSTEM

Each student is associated with a faculty member who serves as his advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are paired with incoming freshmen several months before their arrival at college. New students thus have available to them the assistance of a Hampden-Sydney faculty member in matters such as electing freshman courses. The advising relationship continues throughout the student's career at Hampden-Sydney.

All freshmen take a multi-disciplinary seminar, which is part of the Advising Program. The instructor of each seminar section is the student's academic advisor. The work of the seminar is chiefly the analysis and discussion of books linking the elements of liberal education — Humanities, Social Science, and Natural Science. The seminars may also take up matters such as study skills in the liberal arts, selection of a major department, and career preparation. The purpose of the seminar is to introduce students during their first semester in college to the basic principles and essential habits of thought in liberal education.

The advisor also supervises the student's fulfillment of core and proficiency requirements, provides help in understanding academic policies and grades, recommends and approves course selections appropriate to the student's background and educational interests, and, in general, oversees his academic program.

First-semester freshmen and their advisors meet weekly in the seminar, at other times as the student's academic or personal situation may demand, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar.

Passing the seminar is a requirement for all students who begin as first-semester freshmen at Hampden-Sydney. Students satisfy the requirement by giving evidence of preparation for and participation in the seminar, and by having no more than two unexcused absences from the seminar meeting.

In the spring of the sophomore year, each student must declare his major subject and is assigned to this major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

## THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable dismissal or suspension. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating, plagiarism, lying, stealing, forgery, intentionally passing a bad check, knowingly furnishing false information to the College, failure to report Honor Code violations, alteration or use of College or other documents or instruments of identification with intent to defraud, taking a book or other library materials out of the library without checking it, or them, out at the desk, and unauthorized access to or use of the College computer files, including attempts to gain unauthorized use or access. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places year-round.

Further details about the Honor System and the Code are published in *The Key*, a handbook supplied to all Hampden-Sydney students.



## ACADEMIC REGULATIONS

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

### GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

<i>Grades</i>	<i>Quality Points per semester hour</i>
A Excellent .....	4
A- .....	3.7
B+ .....	3.3
B Good .....	3
B- .....	2.7
C+ .....	2.3
C Fair .....	2
C- .....	1.7
D+ .....	1.3
D Poor .....	1
F Failure .....	0
WF Withdrew Failing .....	0
W Withdrew .....	0
I Incomplete .....	0

### GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

### Minimum Single Semester's Record

Effective Semester in College	1	2	3	4 or more
Hours	8	8	12	12
Grade-Point Average	1.2	1.3	1.4	1.5

### Minimum Accumulated Record

Effective Semester in College	1	2	3	4 or more
Grade-Point Average	1.2	1.6	1.8	2.0

### PROBATION FOR ACADEMIC REASONS

A student who at the end of any semester has completed fewer semester hours and/or has a grade point average below those listed in the preceding tables is placed on academic probation. A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

### SUSPENSION FOR ACADEMIC REASONS

1. A student who is not off probation at the end of any any probationary semester is suspended from enrollment, subject to review by the Executive Committee of the Faculty.
2. Any student who receives a grade of F in 50%, or more, of the hours he has attempted in any one semester is suspended from enrollment, subject to review by the Executive Committee of the Faculty.
3. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation.
4. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

### READMISSION STATEMENT

If a student is dismissed from the College for academic, honor, or disciplinary causes or if he withdraws voluntarily, he must make formal application for readmission. His application will be considered by the admissions committee, which will review his entire academic and citizenship record while at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and the admissions committee is in no way obligated to readmit any student no matter what the circumstances of his withdrawal or the terms of his suspension. Although students often discuss their chances of readmission with faculty, staff, and friends of the College, no one can at the time of separation guarantee the decision of the admissions committee regarding readmission.

### GRADE REPORTING

At the end of each semester a grade report is



sent to the parent or guardian of each dependent student.

## INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

## AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course but will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course prior to the end of the drop period.

## REPEATING COURSES

A student may repeat once any previously passed or failed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course was taken and will be included in computation of the student's cumulative grade point average.

## DEFICIENCY REPORTS

Deficiency reports are sent at mid-semester to students who, in the judgment of the professor, are doing unsatisfactory academic work. The reports include a statement of the student's grade at mid-term, as well as reasons why his work is poor. Copies of the report are sent to the student's parents, his advisor, and the Dean of the Faculty. A student who receives a deficiency report is expected to consult his advisor and the professor who issued the report, and to take action to improve his academic performance.

## DEAN'S LIST

The Dean's List is composed of those students who receive a grade point ratio of at least 3.3 for fifteen hours or more of work in a semester.

## GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements:

*summa cum laude*

a grade point ratio of 3.7

*magna cum laude*

a grade point ratio of 3.5

*cum laude*

a grade point ratio of 3.3

For honors in a particular department, see the Academic Program section of this catalogue.

## TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

Credits earned at another institution may be used to satisfy core, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted by the appropriate Hampden-Sydney department chairman.

## SUMMER SCHOOL CREDIT

Subject to departmental approval, hours earned for courses taken in summer school at a four-year accredited institution are accepted if the grade earned was C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade point average is unaffected.

## FRESHMAN REGISTRATION

Each new student will register for first semester courses during the summer in consultation with the faculty advisor and the Director of Records. During orientation, he will meet with his faculty advisor to review his course selections. If necessary, changes may be made in his selections before classes begin.

## ADDING AND DROPPING COURSES

1. Courses may not be added after the first week of classes in any semester.
2. Courses may be dropped without penalty only during the first four weeks of classes (seven for freshmen) in any semester and then only with the permission of the advisor and the instructor. Courses dropped during the first week of classes will not appear on the student's permanent record. Courses dropped after the first week of classes will receive a grade of "W" for the semester. Students may drop courses without charge during the first two days of each semester. A \$5.00 fee will be charged students for each course dropped after the second day of each semester.
3. A student hopelessly deficient in one subject may, with the permission of the instructor,



advisor, and Director of Records, drop that course after the deadline for withdrawing without penalty. The grade for the semester will be recorded as WF.

4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

### COURSE LOAD REGULATIONS

1. Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation. With the permission of his advisor, a freshman may take 12 hours in his first semester.
2. Every student must carry a minimum course load of twelve hours each semester. To take fewer than twelve hours, the student must receive the permission of his advisor and the Dean of the Faculty.
3. No student may take more than nineteen hours in any semester without special permission of the Executive Committee of the Faculty.

*Note: These course regulations may be modified by action of the Executive Committee of the Faculty.*

### CLASS ATTENDANCE

Since a college education is given direction by the work of the classroom, class attendance is essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to miss classes for a number of days should inform the Dean of Students. No medical excuses are provided by the Student Health Service or the Dean of Students. This is a matter between the professor and the student. Professors may call the Health Service to confirm the student's visit to Blake Infirmary.

### EXAMINATIONS

Examinations are held at the end of each semester. A charge of \$5.00, payable to the Business Office, is made for special examinations.

### RE-EXAMINATIONS

Seniors who were doing passing work in a course prior to examination week of their *final* semester but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in no case may be higher than D.

### WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College, he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

### EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

### LEARNING DISABILITIES

Every student is expected to complete the academic requirements for graduation. However, if a student has a learning disability which might hamper his academic progress, this must be called to the attention of the Dean of the Faculty as soon as the student enrolls. Appropriate documentation will be required at that time.



## ACADEMIC CALENDAR 1984-85

### First Semester

#### August

- 26 — Sunday — Freshmen and Transfers report
- 28 — Tuesday — All other students report
- 29 — Wednesday — Classes begin

#### September

- 5 — Wednesday — Last day of Add Period
- 26 — Wednesday — Last day of Drop Period for Upperclassmen

#### October

- 10 — Wednesday — Deficiency reports due in Records Office
- 15 — Monday — No classes\*
- 16 — Tuesday — No classes\*
- 19 — Friday — Last day of Drop Period for Freshmen

#### November

- 8 — Thursday — Rhetoric *Proficiency* Exam
- 9 — Friday — Close of registration for spring courses
- 20 — Tuesday — Thanksgiving break begins after classes
- 26 — Monday — Classes resume

#### December

- 11 — Tuesday — Last day of classes
- 12 — Wednesday — Study day\*\*
- 13 — Thursday — First day of exams
- 16 — Sunday — Study day\*\*
- 18 — Tuesday — Last day of exams

\* For students who wish to remain on campus on October 13 through 16, dormitories will remain open and meals will be provided.

\*\* Rhetoric 101-102 final exam will be scheduled on one of the study days.

### Second Semester

#### January

- 8 — Tuesday — All students report
- 9 — Wednesday — Classes begin
- 16 — Wednesday — Last day of Add Period

#### February

- 6 — Wednesday — Last Day of Drop Period for Upperclassmen
- 20 — Wednesday — Deficiency reports due in Office of Director of Records
- 27 — Wednesday — Last day of Drop Period for Freshmen

#### March

- 8 — Friday — Spring break begins after classes
- 18 — Monday — Classes resume
- 28 — Thursday — Rhetoric *Proficiency* Exam

#### April

- 5 — Friday — Close of registration for fall courses
- 23 — Tuesday — Last day of classes
- 24 — Wednesday — Study day\*\*
- 25 — Thursday — Study day\*\*
- 26 — Friday — First day of exams
- 28 — Sunday — Study day\*\*

#### May

- 1 — Wednesday — Last day of exams
- 5 — Sunday — Graduation



# Admission Requirements

Hampden-Sydney admits men as candidates for undergraduate degrees if their academic records indicate competence to engage in a challenging liberal arts curriculum. The secondary school academic record is the single most important factor in the admission decision.

## QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a lab), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of math are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the ACT given by The American College Testing Program. The College also strongly recommends the submission of scores from three Achievement Tests, two of which should be English and Mathematics. The following examination dates are suggested for all candidates:

*Junior year:* Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in October; Scholastic Aptitude Test or ACT in March; Achievement Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for regular acceptance.

*Senior year:* Scholastic Aptitude Test in November or ACT in October or December; Achievement Tests in December or January. Applicants do not have to take these tests again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary school guidance department or write to: College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243, (the ACT code number for Hampden-Sydney College is 4356).

## APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it should contain an Application for Admission (together with a non-refundable \$25.00 application fee), a transcript of grades obtained in secondary school (and any previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT or ACT and Achievement Tests.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

## CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (804-223-4388). The Office is located on the second floor of Atkinson Hall and is open year-round from 8:30 a.m. to 4:30 p.m., Monday through Friday, and on Saturday from 9:00 a.m. until noon by appointment (excluding June, July, and August). A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

## ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College notifies candidates of their acceptance by December 15 of their senior year; and Regular Admission—the College notifies candidates beginning February 15. (Hampden-Sydney uses the Rolling Admission plan after its initial decisions of February 15.)

### *Early Admission Plan*

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 of their junior year will receive



an acceptance or deferment no later than July 31.

Candidates applying under the Early Admissions Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming by the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

#### *Early Decision Plan*

The Early Decision Plan is reserved for the freshman candidate whose *first choice* of college is Hampden-Sydney. Candidates for admission under this plan should file a completed application by November 15. In return for the benefit of receiving notification by December 15 (two months before the regular decision announcement period), the Early Decision candidate agrees, first, to apply to no other college than Hampden-Sydney and, second, to enroll at Hampden-Sydney if he is accepted. Also, if accepted, he will be expected to notify Hampden-Sydney by January 1 of his intention to enroll. He must also agree not to apply elsewhere after confirming his enrollment. There are no rejections under the Early Decision Plan. The student is either accepted or deferred. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.)

The Early Decision candidate must send his completed application, including transcript, recommendations, and SAT scores, to the College by November 15 (financial aid applicants must have the Early Version Financial Aid Form filled with the College Scholarship Service by November 15, preferably much earlier). If the student is

accepted, the College agrees not to require him to take further admission tests.

#### *Regular Admission Plan*

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains a recommended application deadline of March 1. Applications received after that date will be considered on a space-available basis. Students are notified of the Committee's admission decisions beginning February 15 and continuing through April 15. Accepted applicants are expected to confirm their place in the incoming class by May 1. If an approved late applicant is accepted after April 15, his confirmation deposit should be sent within three weeks from the date of acceptance.

#### TRANSFER STUDENTS

Transfer students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester.

Besides the required secondary school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1; those interested in second semester admission should apply by December 1. With an A.A. degree from an accredited community or junior college and a 3.0 (B) or higher grade average, a student is normally admissible to the College with junior standing and can be credited with the completion of sixty semester hours of courses toward graduation. Credit may be given for course work similar to that offered by Hampden-

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#### NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

Hampden-Sydney College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College.

It does not discriminate on the basis of race, color, national and ethnic origin or physical handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

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Sydney from an accredited institution; however, no credit will be allowed for work taken elsewhere if the student earns credit for equivalent work at Hampden-Sydney. Community and junior college students who are not A.A. recipients are welcome to apply; however, the courses that transfer will be considered individually. Staff members are happy to review a student's transcript and advise him concerning transfer credits. A student from another institution must have earned grades above the minimum passing mark in all courses which he presents for transfer. The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer.

A transfer student must meet Hampden-Sydney's proficiency and distribution requirements, either at his previous college or after matriculation at Hampden-Sydney.

### FOREIGN STUDENTS

Students in any of these categories must apply for admission on special application forms available from the Hampden-Sydney Office of Admissions:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

### MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his

acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the College Health Service before matriculation.



## EXPENSES\*

### FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 65% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from the Synod of the Virginias, alumni, friends, and foundations.

Expenses\* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

	1984-85
Comprehensive Fee .....	\$7,050.00
Room Rent:	
Cushing .....	700.00
Room Rent:	
Whitehouse & Hampden	
House Units .....	810.00
New Residence Hall Complex .....	1,110.00
Board .....	\$1,500.00

#### Special Fees:

Course Overload, per credit hour .....	\$95.00
Special Students, per credit hour (up to 7) .....	135.00
Damage Deposit .....	100.00
Late Enrollment .....	15.00
Graduation Fee .....	50.00
Late Payment Fee .....	25.00

\*The College reserves the right to increase charges without prior notice.

### EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care in the College infirmary, accident and hospitalization insurance, admission to athletic events held on the campus, the cost to students of student publications, and some other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Students who by special permission of the Executive Committee are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Room rent in the residence halls covers cost of occupancy and use of utilities. Freshmen live in Cushing Hall, Whitehouse (East and South houses), and the new residence halls. All other students live in the Hampden House Units, Whitehouse, new residence halls, and various houses.

Each student is responsible to the College for the condition of his room and is expected to report any damage of College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

In the senior year there is payable by January 1 a graduation fee of \$50.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

### PAYMENT OF FEES

Sixty percent of all charges is payable by August 1; the balance (40%) is due January 1.

If an account is not paid at the time of registration, the College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Finance have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Finance. However, that involves interest charges on the balance outstanding.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

### RETURN OF FEES

If a student becomes ill during the semester and the college physician recommends withdrawal before the middle of the semester, the student will receive a refund of unused board and the prorated comprehensive fee. Only board will be refunded after the middle of the semester. Students withdrawing for other reasons will receive a refund of the unused board. This refund is allowed if withdrawal occurs prior to two weeks before the end of the semester.

### SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and all loan funds are made in two installments, 60% in August and 40% in January. Disbursements of federal and state grants are made in equal amounts each semester.

### LIFE INSURANCE

The University Life Insurance Plan is available to Hampden-Sydney students on an optional basis. It provides coverage of \$10,000 of annually renewable, convertible term insurance with the Fidelity Bankers Life Insurance Corporation.

### INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents may want to consider a floater on their insurance policy to cover such possessions.



## HEALTH INSURANCE

Each student is required to have appropriate health insurance coverage. The insurance may be through a family policy; through a privately-purchased, individual policy; or through a policy that is offered by the College. Information about the College's policy may be obtained from the Business Office.

## FINANCIAL AID

To apply for financial aid from the College is relatively simple. If you are *not* a resident of Virginia, you need complete only one form — the Financial Aid Form (FAF). For Virginia residents attending college for the first time, there is one additional form — the application for the Virginia Tuition Assistance Grant Program (TAGP).

The FAF may be obtained after November 1 from one's high school guidance office or from the Hampden-Sydney financial aid office. It should be completed after January 1 by the applicant or his parents and mailed before March 1 to the College Scholarship Service (CSS). Hampden-Sydney (CSS code number 5291) should be designated as a recipient. If for some reason it is impossible to submit the FAF before the deadline, the financial aid office should be notified immediately.

Every student who applies for financial aid *must* apply for a grant from the Basic Pell Grant Program. This is done simply by authorizing the CSS, when completing the FAF, to send the reported information to Pell Grants. Administered by the federal government, Pell Grants are designed primarily for students who have significant financial need.

Virginia residents attending college for the first time must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant — based on residence, not on need — is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. An application may be obtained from the high school guidance office or the Hampden-Sydney financial aid office; the completed form must be returned to the College prior to June 1. The TAGP award automatically becomes part of the financial aid award of Virginia residents.

In addition to the regular financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of at least \$1,500 per year.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of at least \$1,250 per year.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and aca-



demic excellence. They receive four-year stipends of at least \$1,250 per year.

Leadership Awards are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of at least \$750 per year.

All financial aid awards are reviewed at the end of each semester. Financial assistance may

be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial aid consumer information may be obtained from the Director of Student Aid.

Inquiries concerning financial aid should be addressed to Director of Student Aid (telephone 804-223-4381).

## SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>By July 1 of junior year</i>	<i>By November 15 of senior year</i>	<i>By March 1 of senior year recommended*</i>
<i>Other credentials due:</i>	<i>July 15 of junior year</i>	<i>By November 15 of senior year</i>	<i>By March 15 of senior year recommended*</i>
<i>SAT or ACT Tests Taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 of junior year</i>	<i>December 15 of senior year</i>	<i>By April 15 of senior year*</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>January 1</i>	<i>May 1*</i>

*\*The Rolling Admissions Plan is in effect from February 15 until the incoming class is completed. Freshman candidates considering application after April 15 should contact the Admissions Office to determine the availability of space.*



## ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the

academic major will be determined by the appropriate department. Granting of credit or placement for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

### ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP Test</i>	<i>Hours Credit</i>	<i>Places out of</i>	<i>Distribution or proficiency</i>
American History	6	History 111-112	Social Science
Art History	6	Fine Arts 201-202	Humanities
Biology	8	Biology 101-102	2 Natural Science units, with lab
Chemistry	8	Chemistry 101-102	2 Natural Science units, with lab
English Language & Literature	6	Rhetoric 101-102	Rhetoric
English Composition in Literature	6	No equivalent course	2 Humanities units & Literature
European History	6	History 101-102	Humanities for Social Science
French Language	8	French 201-202	Language
French Literature	6	French 301-302	Language & Literature
German Language	8	German 201-202	Language
German Literature	6	German 301-302	Language & Literature
Latin - Vergil	6	Latin 202	Language
Latin - Catullus & Horace	6	Latin 301	Language & Literature
Mathematics AB	8	Mathematics 101-102	2 Natural Science Units
Mathematics BC	8	Mathematics 101-102	2 Natural Science Units
Music Literature	6	Fine Arts 103	Fine Arts
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics B	8	Physics 111-112	2 Natural Science Units, with lab
Physics C	8	Physics 121-122	2 Natural Science units, with lab
Spanish Language	8	Spanish 201-202	Language
Spanish Literature	6	Spanish 301-302	Language and Literature



## ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$25,000 or more.

**THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP** was established in 1946 by Colonel Adamson of Washington, D.C.

**THE ARA SERVICES SCHOLARSHIP FUND** was established in 1965 and later supplemented through gifts of ARA Food Services Company.

**THE GEORGE SLOAN ARNOLD LOAN AND SCHOLARSHIP FUND** was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney Class of 1873, and Robert William Gilkeson was a member of the Class of 1907. The income from the fund shall be used for the award of loans and scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

**THE PAUL TULANE ATKINSON MEMORIAL SCHOLARSHIP FUND** was established in 1964 by gifts from the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, and other friends and alumni of the College in memory of Mr. Atkinson, Treasurer of the College from 1919 to 1957.

**THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP FUND** was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, H.D. '52. Preference is given to students who are studying for the Christian ministry.

**THE FRANK C. BEDINGER SCHOLARSHIP** was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia. The scholarship is awarded to pre-law students on

the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award will be \$750. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

**THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP FUND** was established in 1981 by Mrs. Dorothy R. Bottom of Hampton, Virginia, in memory of herself and her husband. Preference is given to needy students from the Peninsula area of Virginia.

**THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP FUND** was established in 1981 by a bequest from Mr. Brightwell, Class of 1937. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

**THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP** was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

**THE BURROUGHS MEMORIAL SCHOLARSHIPS** were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

**THE WILLIAM CARROLL CHEWNING, JR. MEMORIAL SCHOLARSHIP** was established in 1975 by Mr. William Carroll Chewning '41, his family, and friends in memory of his son, a member of the Class of 1967.

**THE DONALD L. CORK SCHOLARSHIP** was established by gifts to the College from Mr. Donald L. Cork '13 of Charleston, West Virginia.

**THE EDMUND BAKER DAVENPORT SCHOLARSHIP FUND** was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.



THE JESSIE BALL duPONT MEMORIAL SCHOLARSHIP FUND was established in 1978 by a gift from the Jessie Ball duPont Religious, Charitable, and Educational Fund of Jacksonville, Florida.

THE FARMVILLE MANUFACTURING COMPANY SCHOLARSHIP was established by the Farmville Manufacturing Company, Farmville, Virginia.

THE FIRST NATIONAL BANK SCHOLARSHIP was established in 1972 by the First National Bank of Farmville, Virginia, to benefit a student majoring in economics.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP FUND was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, Class of 1871, of Cumberland, Virginia.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP FUND was established in 1975 by Dr. R. Cecil Garlick, Jr. of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Mrs. Pearl F. Gray of Richmond, Virginia.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie, also a son of Charles Callaway Guthrie.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his widow.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie

of Roanoke, Virginia, a former member of the Board of Trustees.

THE EUGENE C. HURT, JR. AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE WILLIAM ALLEN JOHNS, JR. MEMORIAL SCHOLARSHIP was established in 1979 by Dr. William A. and Logan P. Johns in memory of their son, Allen. Preference is given to premedical students.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL LOAN FUND was established in 1966 by a gift of Mr. Robert D. Johnson '36. The award, which must be repaid, is given to a deserving upperclassman.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE HAROLD G. LEGGETT SCHOLARSHIP FUND was established in 1983 by Mrs. Hallie Leggett Townsend of Durham, North Carolina, in honor of her brother. Preference is given to students from the Lynchburg, Virginia, area.

THE JAMES J. MARSHALL, JR. SCHOLARSHIP FUND was established by gifts from Mr. J. J. Marshall, Jr. '34 of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE PHILIP W. MCKINNEY SCHOLARSHIP FUND was established in 1964 by a bequest from the estate of Mrs. Frankie McKinney Van Winkle, in honor of her father, Governor Philip W. McKinney, a member of the Class of 1851.

THE BEN AND MAYO MOOMAW SCHOLARSHIP FUND was established by the gifts of



Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

**THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP FUND** was established in 1963 by a gift from Mrs. Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from The Theodore H. Barth Foundation.

**THE HEBER JONES MORTON SCHOLARSHIP** was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of pre-medical students.

**THE LEE WATKINS MORTON MEMORIAL SCHOLARSHIP** was established by gifts from Mr. and Mrs. L. W. Morton, Sr., and their sons, Lee W. Morton, Jr., Judge R. Page Morton, and the Rev. Taylor Morton of Charlotte County, Virginia.

**THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP FUND** was established in 1976 by Mrs. Nelson to provide scholarships for students of known superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships will be afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference will be afforded students who have formed a desire to enter the teaching profession.

**THE WALLACE C. NUNLEY SCHOLARSHIP** was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

**THE ODK LEADERSHIP SCHOLARSHIP** was established in 1971 by the Lambda Circle of Omicron Delta Kappa at Hampden-Sydney. The \$500 award is made to a sophomore selected by the Circle in recognition of demonstrated leadership and as encouragement for future constructive work. Need is not a criterion.

**THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP** was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41 and friends in memory of Theodore

G. Offterdinger, Jr. '74 and Virginia C. Williamson. Preference is given to scholar-athletes who have shown outstanding leadership characteristics in their secondary school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

**THE OVERCASH MEMORIAL SCHOLARSHIP** was established in 1983 in memory of Hinton Baxter Overcash and Emma Ressler Overcash by their daughters Dorothy and Elizabeth. Dr. Overcash was for many years Professor of Biology at the College.

**THE RICHARD C. PARKER SCHOLARSHIP FUND** was established in 1980 by Mr. and Mrs. William A. Parker, Jr. and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

**THE TRUMAN ALFRED PARKER SCHOLARSHIPS** were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the premedical program are given preference.

**THE PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES** was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

**THE PHILIP MORRIS SCHOLARSHIP FUND** was established in 1982 in honor of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year a freshman from Virginia is chosen as a Soyars Scholar.

**THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP FUND** was established by the Fidelity National Bank of Lynchburg, Virginia, in memory of Dr. Pugh, a member of the Class of 1923 and a former member of the Board of Trustees.

**THE READ-LANCASTER MEMORIAL SCHOLARSHIP** was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster and her uncles, Mr. Abram Carrington Read and Mr. Isaac Mayo Read. In addition to her immediate family, Mrs. Metcalf specified the scholarship as a memorial in remembrance of the Reads of



"Greenfield," Charlotte County, Virginia.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson, a former member of the Board of Trustees and a member of the Class of 1915.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps of the Class of 1867 and Dr. Thomas Stamps of the Class of 1868.

THE MR. AND MRS. GEORGE C. THOMAS, JR. SCHOLARSHIP FUND was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr. of New Jersey and Florida.

THE THOMAS PREMEDICAL LOAN FUND was established in 1977 by Mrs. Evelyn Thomas of Roanoke, Virginia, in memory of her husband, Dr. Charles W. Thomas. The loan cancellation fund assists needy premedical students.

KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by U.S. Senator Paul S. Trible, Jr. '68 in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The Tribble Scholar is assured an internship in Senator Tribble's office at some time during his undergraduate study. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Mrs. Julia E. Truitt of Norfolk, Virginia, and designated for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Francis M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the Class

of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP FUND was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable of Charleston, West Virginia. Mr. Venable was a member of the Class of 1920 and a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and charter trustee.

THE WADDELL-GORDON SCHOLARSHIP FUND was established in 1952 by Mr. James W. Gordon, Jr. '32 of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE WALLACE-BARNER SCHOLARSHIP was established in 1953 and later supplemented by gifts from Dr. K. K. Wallace of Norfolk, Virginia, and gifts given in memory of Mr. George Barner.

THE WALLACE-BLANTON SCHOLARSHIP was established in 1973 by Miss Ellen Barbour Wallace of Nashville, Tennessee, in memory of her father, Clarence Blair Wallace of the Class of 1880, and John Dielle Blanton of the Class of 1879.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr., Mr. James S. White, and Dr. Paul F. White in honor of their parents and supplemented by memorial gifts in honor of Mr. J. M. White.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. to benefit Dinwiddie County residents attending Hampden-Sydney.



## ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum contribution must be \$1000.

**THE JOHN M. BORDERS, M.D. MEMORIAL FUND** was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

**THE PRESBYTERIAN CHURCH.** In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, **THE SYNOD OF THE VIRGINIAS** provides \$25,000 each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in her commitment to blending sound scholarship with the principles and practices of the Christian faith.

**THE NELSON W. COE III MEMORIAL SCHOLARSHIP** was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia or Heritage United Presbyterian Church in Fairfax County, Virginia.

**THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP** was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

**THE FIRST CONGRESSIONAL DISTRICT (VIRGINIA) SCHOLARSHIP.** Through the gifts of U.S. Representative Paul S. Trible, Jr., Class of 1968, a four-year merit scholarship has been established for a student from the First Congressional District attending Hampden-Sydney College. The scholarship recipient is selected by the College on the basis of superior academic achievement, demonstrated qualities of leadership, and service to school and community. Need is not a criterion for the award. The scholarship carries an annual stipend of \$1,000.

**THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS** were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to needy and worthy upper-classmen who plan to enter church-related vocations.

**THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS.** The scholarships were established in 1974 in memory of George C. "Chip" Freeman III '76, by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52 and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III

Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

**THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES** was established in 1983 by Dr. Samuel S. Jones, Class of 1943, of Tucson, Arizona.

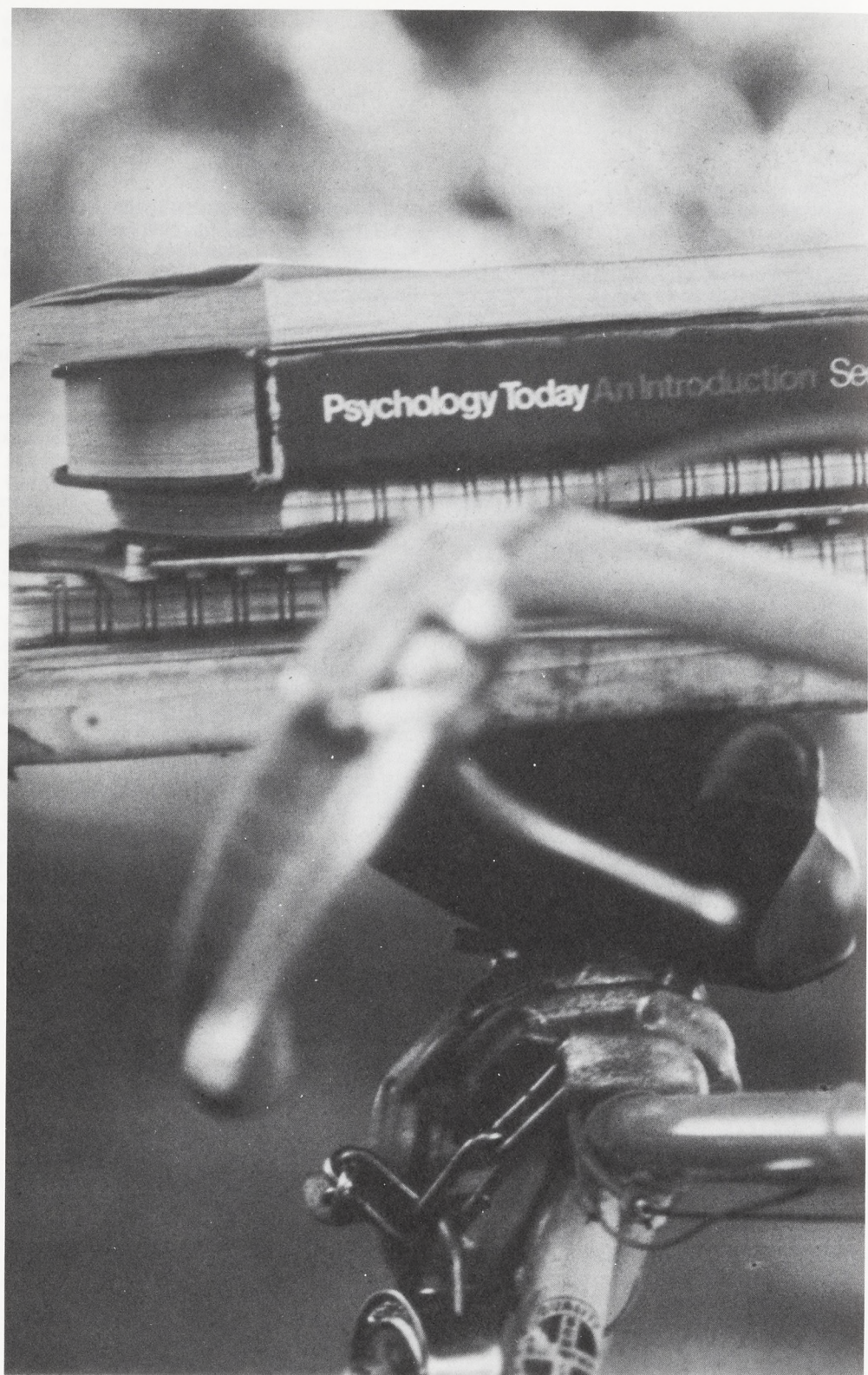
**THE EMILY AND LAWRENCE KENDIG SCHOLARSHIP** was established in 1984 by Dr. Edwin L. Kendig, Jr. '32. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

**THE JAMES BUCKNER MASSEY SCHOLARSHIP.** Each year since 1957 a scholarship has been made possible through gifts of Dr. F. M. Ryburn '45 of Lubbock, Texas, in memory of Dr. James B. Massey, long-time professor of Bible at Hampden-Sydney. Preference is to be given to sons of ministers.

**THE MCGUIRE-BOYD SCHOLARSHIP** was established through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship administered by the Honors Council as part of the Leadership Awards Program.

**THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS.** Annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 have provided scholarships at Hampden-Sydney in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society. The scholarships are awarded to deserving students to stimulate their spiritual development by encouraging their study of the life of Algernon Sydney Sullivan. To that end, each recipient is required to read the biography of Mr. Sullivan and to submit an essay expressing the student's appreciation of life's finer qualities as exemplified by Algernon Sydney Sullivan.





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# Course Offerings

## DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

**HUMANITIES**, including the Departments of Classics, English, Fine Arts, Modern Languages, Philosophy, Religion, and Western Man.

**NATURAL SCIENCES**, including the Departments of Biology, Chemistry, Physics, and Mathematics.

**SOCIAL SCIENCES**, including the Departments of Economics, History, Political Science, and Psychology.

## COURSE CLASSIFICATION

Each course listed in this catalogue has a course number. At the right of this number will be found numerical designations in parentheses which indicate the course length and credits carried by the course. There are two variations. For example: Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, and the student may take one or both semesters. Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

## SPECIAL TOPICS AND INDEPENDENT STUDY

The following courses are offered in every department:

485. Special Topics (1, 2, 3 hours).

An organized course providing for study in an area other than one described in the course listings. If the course/topic is offered more than once, it must be approved by the faculty.

490. Directed Reading (1, 2, 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist in designing the program.

495. Independent Study (1, 2, 3 hours).

Research project in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work

and summarizes his findings. For juniors and seniors only.

For reading courses (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor.

A student may take no more than one 490/495 course per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, the written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to apply for Senior Fellowships and Honors Major Fellowships.

Departments may specify prerequisites and minimal grade points for taking 490 and 495 courses.

## DEPARTMENTAL HONORS

Honors courses, projects, or seminars are offered at the junior and senior levels by all academic departments (except Philosophy and Psychology). Departmental Honors study varies from department to department, but usually it is a one-or two-year program emphasizing mastery of a field of knowledge normally consisting of command of an academic discipline and a closely related area. The goals of Departmental Honors work are promotion of independent, self-reliant study, and the understanding and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts.

Departmental Honors work must include a minimum of six, and up to a maximum of twelve, credit hours in specially designed courses, and independent study. Credit is given for laboratory work. Specific requirements and eligibility are established by the department, in cooperation with the Honors Council. Interested students should consult the chairman of the appropriate department about Departmental Honors work in that subject.



## BIOLOGY

*Professors Crawford, Shear, Turney, Gemborys; Adjunct Associate Professor Lund*

The diverse preparation necessary for different graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. Requirements for the major consist of Biology 101/151 and 102/152 (to be taken during either the freshman or sophomore year) and Biology 400 which is taken during the senior year. The balance of the major consists of appropriate electives with at least one course in each of the following three areas: 1. Molecular/Cellular Biology; 2. Organismic/Systematic Biology; 3. Ecology/Population Biology.

In addition, Chemistry 101/151 and 102/152 are required.

**Note:** Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

**BIOLOGY 101-102. (3-3)** *Staff*  
**INTRODUCTORY BIOLOGY.** An introduction to the basic topics of the biological sciences. Biology 101 emphasizes cell structure, Mendelian genetics, ecology and the evolution of plants and animals. Biology 102 emphasizes functional molecular mechanisms, homeostasis, embryology, and population genetics. Biology 101 satisfies the biology portion of the science distribution requirement. Prerequisites: none for 101; 101 prerequisite to 102. Corequisites: Biology 151 and 152 corequisite to 101 and 102, respectively. Offered: 101 in the fall semester, 102 in the spring semester.

**BIOLOGY 108. (3)** *Gemborys*  
**ENVIRONMENTAL BIOLOGY.** A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Prerequisite: none. Offered: each semester.

**BIOLOGY 111. (1)** *Gemborys*  
**NATURAL MAN.** Readings, discussions and films designed to illustrate the capacity of man

to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: spring semester of odd years.

**BIOLOGY 142. (4)** *Gemborys*  
**BOTANY.** An introductory study of the anatomy, morphology, taxonomy, physiology, and ecology of plants. In addition, the commercial and medicinal uses of plants will be considered. Two 2½ hour meetings per week, with the laboratory experience integrated within the lecture portion of the course. Prerequisite: none. Offered: spring semester.

**BIOLOGY 151-152. (1-1)** *Staff*  
**LABORATORY IN INTRODUCTORY BIOLOGY.** Laboratory exercises associated with Biology 101-102. Prerequisites: none for 151. 151 is prerequisite to 152. Corequisites: Biology 101 for 151, Biology 102 for 152.

**BIOLOGY 158. (1)** *Gemborys*  
**LABORATORY IN ENVIRONMENTAL BIOLOGY.** A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: fall semester.

**BIOLOGY 207. (2)** *Crawford*  
**SEMINAR ON THE GREAT BIOLOGISTS.** A study of the lives and classical contributions of the most significant figures in the history of biology. The chief criterion used in selecting the subjects is their effect upon subsequent thought and development in the life sciences. This seminar requires extensive biographical reading. Admission by consent of instructor. Two three-hour meetings per month. Prerequisites: Biology 101, 102, 151, and 152. Offered: on sufficient demand.



**BIOLOGY 215. (4)***Lund*

**CYTOLOGY.** Cytology is an introduction to cells in terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic cytogenetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Students will examine professionally prepared material as well as slides of their own making in the laboratory. Students are involved in techniques in cytogenetics and histochemistry utilizing animal and plant material. Three lecture sessions, one laboratory period per week. Enrollment limited to 24. Prerequisite: Biology 101 and 102. Corequisite: none. Offered: spring semester.

**BIOLOGY 220. (4)***Shear*

**MICROBIOLOGY.** This course concerns itself with the biology of prokaryotic organisms, viruses, and subviral parasites. Energy-generating mechanisms unique to prokaryotes will be examined, including photosynthetic, chemosynthetic, and heterotrophic modes. The basics of prokaryote and viral genetics will be introduced as a means of understanding the techniques of genetic engineering. As well as a general survey of prokaryotes, viruses, and subviral parasites, the course will undertake a deeper examination of those associated with human disease. The principles of immunology, commercial fermentations, and the importance of microbes in ecosystems will also be discussed. Prerequisites: Biology 101, 102, 151, 152. Offered: spring semester.

**BIOLOGY 222. (4)***Crawford*

**MORPHOGENESIS.** An introduction to comparative functional development and morphology of the vertebrate body. Embryonic development through organogenesis and adult gross anatomy is stressed. Closed to students who have successfully completed Biology 321 or 322. Three lectures and one laboratory per week. Prerequisite: Biology 102, 152. Offered: spring semester of odd years.

**BIOLOGY 232. (4)***Crawford*

**PARASITOLOGY.** The biology of animal parasites — their history, life cycles, host relationships, modes of infection, transmission, and pathogenicity. Laboratory exercises will include work on prepared slides and the examination of living parasitic forms when possible. Students will be required to prepare some permanent slide mounts from living parasites. Three lectures and one laboratory period per week. Prerequisite: Biology 101 and 102. Offered: spring

semester of even years.

**BIOLOGY 241. (4)***Shear*

**INVERTEBRATE ZOOLOGY.** An intensive study of the taxonomy, morphology, physiology, and ecology of the invertebrates. The phylogenetic origin of the organ-system is studied in relation to basic adaptive patterns. Biochemical, embryological, morphological, and physiological similarities and dissimilarities are observed. Representative species from the major phyla are studied in the laboratory. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of even years.

**BIOLOGY 250. (3)***Turney*

**BIOETHICS.** Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No lab. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring short term.

**BIOLOGY 253-254. (4-1)***Gemborys*

**PLANT COMMUNITIES.** A consideration of the interrelationships between plants and their environment with the main emphasis being on the synecological rather than the autecological relationships. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151 and 152. Offered: 253 in the fall semester; 254 in the spring semester.

**BIOLOGY 260. (4)***Gemborys*

**TROPICAL BIOLOGY.** A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-



Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: spring short term on sufficient demand.

**BIOLOGY 270. (4)** *Gemborys*  
**ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES.** A survey of the significant vegetation types of the Eastern United States, ranging from the Longleaf Pine Forests of Virginia to the Alpine Tundra Formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

**BIOLOGY 300. (3)** *Crawford*  
**HISTORY OF BIOLOGY.** A survey of the history of the biological sciences from the early Greeks, through the medieval period, focusing on the development of modern biology. Special consideration is given to the origins of biology in medicine, emphasizing the lives, contributions and subsequent influences of the significant figures in the history of biology. Three lectures per week. Prerequisite: Biology 101 and/or consent of instructor. Offered: spring semester of odd years.

**BIOLOGY 311. (4)** *Turney*  
**GENETICS.** Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester.

**BIOLOGY 313. (4)** *Shear*  
**POPULATION BIOLOGY.** An introduction to the biological applications of simple statistics and the use of mathematical models in genetics, evolution and ecology. Lecture and discussion sessions will emphasize the derivations of models and statistical formulae, with special attention given to their biological meaning and their appropriateness for use in biology. Laboratories will consist of problem-solving sessions using and writing computer programs to apply the models discussed in class. No special mathematical knowledge will be required beyond algebra and elementary calculus; not recommended for students who have taken Mathematics 103. Students not familiar with programming in BASIC must be prepared to learn to program. Prerequisites: Biology 102, 152; Biology 311 recommended. Offered: fall semester of odd years (beginning in 1985).

**BIOLOGY 314. (3)** *Shear*  
**EVOLUTIONARY THEORY.** An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined, and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311; Mathematics 101 recommended. Offered: on demand.

**BIOLOGY 320. (3)** *Crawford*  
**HISTOLOGY.** A study of normal tissues of the vertebrate organism with emphasis on mammalian histology. Routine preparations of the four basic tissue types will be studied in detail. The primary concern is the description of microscopic structure and organization of tissues and organs. Another concern is the functions of tissues as integral components of organs, for it is mainly from function that structure derives meaning. This course does not include the preparation of slides. Prerequisite: Biology 101 and 102. Offered: spring short term on demand.

**BIOLOGY 321. (5)** *Crawford*  
**DEVELOPMENTAL BIOLOGY.** Principles of embryology involving physiological, biochemical, and genetic influences on differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Three lectures and two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester.

**BIOLOGY 322. (5)** *Crawford*  
**COMPARATIVE VERTEBRATE ANATOMY.** Comparative functional morphology and evolution of organs and organ systems in chordate animals. Major emphasis is placed on gross anatomy of the mammal. Studies of vertebrate tissues are included. Three lectures and two laboratories per week. Prerequisite: Biology 321 or consent of instructor. Offered: spring semester.

**BIOLOGY 331. (41)** *Turney*  
**BIOCHEMISTRY-MOLECULAR BIOLOGY.** A structural and functional study of the cell with emphasis on the biochemical and ultrastructural aspects of cell metabolism. Laboratory exercises include problems in enzyme kinetics, enzyme isolation, electrophoresis, ion-exchange chromatography, and spectrophotometry. Three lectures and one laboratory per week. Prerequisite: Biology 321 or consent of instructor. Offered: fall semester of odd years (beginning in 1985).



site: Biology 101, 102, 151 and 152; Prerequisite or corequisite: Chemistry 201-202. Offered: fall semester.

**BIOLOGY 332. (3)**

*Turney*

**PHYSIOLOGY.** A treatment of the major elements of cell and organismic physiology including active transport, nerve physiology, muscle physiology, renal physiology, circulatory physiology, respiratory physiology, cell growth and division, endocrine function, irritability and both central nervous and autonomic nervous physiology. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

**BIOLOGY 334. (1)**

*Turney*

**ADVANCED BIOCHEMISTRY.** A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

**BIOLOGY 342. (4)**

*Gemborys*

**PLANT PHYSIOLOGY.** A consideration of the fundamental life processes of plants including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152; Chemistry 101-102, 151-152. Offered: on demand.

**BIOLOGY 376. (4)**

*Gemborys*

**MARINE BIOLOGY AND OCEANOGRAPHY.** A study of the physical, chemical, and biological characteristics of the world's oceans, shorelines, and estuaries. The laboratory experience is designed to give the student firsthand knowledge of the methods used in studying marine organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Admission by consent of instructor. Prerequisite: Biology 241 or 253. Offered: spring semester of even years.

**BIOLOGY 382. (4)**

*Shear*

**NEUROBIOLOGY AND BEHAVIOR.** The first half of the course will take up the major features of the actions of neurons, as they operate at the cellular level. This will be followed by a discussion of synaptic transmission and signal integration by small systems of nerve cells, with some study of their implications for behavior;

identified neurons in invertebrates will be emphasized. Levels of neural integration will be examined using the vertebrate retina as an example. The second half of the course will attempt to integrate this material with what has been learned of animal behavior by the ethologists, and the course will end with an introduction to sociobiology. Laboratories will consist of self-designed independent study projects. Prerequisites: Biology 101, 102, 151, 152, and two additional semesters of Biology. Biology 382 will be offered in the spring semester of odd years.

**BIOLOGY 400. (2)**

*Staff*

**SENIOR SEMINAR.** This course is required of all seniors majoring in biology. A capstone course, it is designed to refine their preparation for graduate or professional study.



## CHEMISTRY

*Professors Porterfield<sup>F</sup>, Smith, Sipe; Visiting Associate Professor Stenson; Assistant Professor Palmer*

The requirements for a major in Chemistry are:

1. All courses from the techniques track (except honors) and the following courses from the concepts track: 101-102, 201-202, 301-302, and 401-402, plus two chemistry electives, one to be chosen from Group A and one from Group B:  
Group A: 311 (Biochemistry), 318 (Medicinal Chemistry), or 485 (Special Topics, 3 hours).  
Group B: 322 (Descriptive and Industrial Chemistry), 411 (Advanced Physical Chemistry), or 412 (Advanced Inorganic Chemistry).  
For a student to receive the American Chemical Society's certified degree, the Group A elective must be Chemistry 311 (Biochemistry) and the Group B elective must be Chemistry 412, (Advanced Inorganic Chemistry).
2. Satisfactory completion of Mathematics 101-102, Physics 111-112, and Physics 151-152.

## CONCEPTS TRACK

CHEMISTRY 101-102. (3-3) *Stenson, Palmer*

**CHEMICAL CONCEPTS.** A survey of the basic concepts of physical chemistry as a foundation for systematic study of descriptive chemistry. Some mathematical facility desirable. Prerequisites: none for 101; 101 prerequisite to 102. Offered: 101 in the fall semester; 102 in the spring semester.

CHEMISTRY 111. (3) *Staff*  
**CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY.** A topical study of the impact of the chemical practices of our technological culture on our environment, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: spring semester if staff permits.

CHEMISTRY 201-202. (3-3) *Smith*  
**ORGANIC CHEMISTRY.** An integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisites: Chemistry 101-102. Corequisite: Chemistry 251-252. Offered: 201 in the fall semester; 202 in the spring semester.

CHEMISTRY 301-302. (3-3) *Sipe*  
**PHYSICAL CHEMISTRY.** The principles of chemical thermodynamics, electrochemistry introductory quantum mechanics, statistical mechanics, and kinetics are developed and used to explain selected chemical phenomena. Prerequisite: for Chemistry 301: Chemistry 102, Mathematics 102. Corequisite: Physics 111. For Chemistry 302, Chemistry 301 is prerequisite. Offered: 301 in the fall semester, 302 in the spring semester.

CHEMISTRY 311. (3) *Palmer*  
**BIOCHEMISTRY.** An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 202 or consent of instructor. Offered: fall semester.

CHEMISTRY 318. (3) *Smith*  
**MEDICINAL CHEMISTRY.** A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. Some attention is given to the rational design and pharmacological evaluation of potential medicinals, but synthesis routes are not covered. The major classes of drugs discussed are: various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisites: Chemistry 202 and Biology 103, or consent of the instructor. Offered: spring semester.

CHEMISTRY 322. (3) *Stenson*  
**DESCRIPTIVE AND INDUSTRIAL INORGANIC CHEMISTRY.** A survey of the chemistry of the elements: their natural occurrence, extractive methods, laboratory reactions and uses, and commercial and industrial uses with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisites: Chemistry 101-102. Offered: fall semester.

CHEMISTRY 401-402. (3-3) *Sipe*  
**CHEMICAL INSTRUMENTATION AND ANALYSIS.** Principles of instrumental chemical analysis. Topics include: basic concepts of



electronics, spectroscopic, electrochemical, mass spectrometric, radiochemical, optical, chromatographic, and x-ray methods of analysis. Prerequisites: Chemistry 302 or consent of the instructor. Offered: 401 in the fall semester; 402 in the spring semester.

**CHEMISTRY 411. (3)** *Sipe*  
**PHYSICAL CHEMISTRY III.** Theory of molecular structure determination by dispersive and absorptive applications of electromagnetic radiation. Application of advanced theoretical calculations of molecular electronic structure. Prerequisite: Chemistry 302 or consent of the instructor. Offered: fall semester on sufficient demand.

**CHEMISTRY 412. (3)** *Porterfield*  
**ADVANCED INORGANIC CHEMISTRY.** Basic theoretical concepts of inorganic chemistry as applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 301 or prerequisites: Chemistry 101 or 111 for 151, Chemistry 102 for 152. Offered: 151 in the fall semester; 152 in the spring semester.

## TECHNIQUES TRACK

**CHEMISTRY 151-152. (1-1)** *Porterfield, Sipe, Stenson*  
**TECHNIQUES OF CHEMISTRY.** A series of four open-ended projects that require independent use of library and laboratory facilities, including quantitative analysis. Breakage deposit: \$25.00. Prerequisites: None for 151. Chemistry 151 is prerequisite to 152. Corequisites or consent of the instructor. Corequisite: Chemistry 302. Offered: spring semester.

**CHEMISTRY 251-252. (1-1)** *Palmer, Smith*  
**ANALYTICAL-ORGANIC TECHNIQUES.** A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretation of results. Projects and techniques are drawn largely from analytical and organic chemistry areas. The design of synthesis procedures and separation schemes is emphasized. Attention is given to analysis by potentiometric titration, vapor phase chromatography, and such spectroscopic techniques as infrared, ultraviolet-visible, mass, and proton magnetic resonance. Breakage deposit: \$30.00. Prerequisites: Chemistry 102, 152. Corequisites: Chemistry 201-202. Offered: 251 in the fall semester; 252 in the spring semester.

**CHEMISTRY 351-352. (2-2)** *Staff*  
**ADVANCED LABORATORY I.** Individual one-semester projects are drawn from the fields of analytical, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and in inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352, 451-452 form a four-semester sequence in which students work one semester with each of the four members of the faculty. Breakage deposit: \$20.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

**CHEMISTRY 385. (1)** *Staff*  
**INTRODUCTION TO HONORS RESEARCH.** The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisite: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

**CHEMISTRY 451-452. (2-2)** *Staff*  
**ADVANCED LABORATORY II.** The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$20.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 401. Offered: 451 in the fall semester; 452 in the spring semester.

**CHEMISTRY 461. (3)** *Staff*  
**HONORS ADVANCED LABORATORY.** An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisite: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

**CHEMISTRY 462. (3)** *Staff*  
**HONORS ADVANCED LABORATORY.** An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisite: Chemistry 461 and consent of the instructor. Offered: on demand.



## CLASSICS

*Professors Emeritus Thompson; Professor Tucker; Associate Professors Arieti<sup>F</sup>, Brinkley*

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level or above; Philosophy 301; Fine Arts 201; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages and in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 201. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

## GREEK

GREEK 101-102. (3-3)

*Tucker*

**ELEMENTARY GREEK.** This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to developing sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

*Brinkley*

**INTERMEDIATE GREEK.** Reading and analysis of selections from Greek prose and verse, and a continuing study of grammar and vocabulary. Prerequisite: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3)

*Brinkley*

**THE GREEK NEW TESTAMENT.** Passages from the Synoptic Gospels and *Acts* are read, and a survey of the peculiarities of *koiné* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3)

*Brinkley*

**GREEK DRAMA.** Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3)

*Brinkley*

**GREEK HISTORIANS.** Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester)

*Staff*

**ADVANCED READINGS IN GREEK LITERATURE.** The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

## LATIN

LATIN 101-102. (3-3)

*Tucker*

**ELEMENTARY LATIN.** This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3)

*Tucker*

**INTERMEDIATE LATIN.** Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3)

*Staff*

**MASTERPIECES OF LATIN LITERATURE.** A survey of Latin literature of the Republic and the Empire. Prerequisite for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.



LATIN 401-408. (3 each semester) *Staff*  
*ADVANCED READINGS IN LATIN LITERATURE.* The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3) *Brinkley*  
*LATIN COMPOSITION AND GRAMMAR.* Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN 412. (3) *Thompson*  
*LATIN PALAEOGRAPHY.* Prerequisite: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

## CLASSICAL STUDIES

*Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.*

CLASSICAL STUDIES 201. (3) *Thompson*  
*ENGLISH ETYMOLOGY.* A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen. Offered: each semester.

CLASSICAL STUDIES 202. (3) *Brinkley*  
*CLASSICAL MYTHOLOGY.* A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: spring semester.

CLASSICAL STUDIES 203. (3) *Tucker*  
*GREEK LITERATURE IN TRANSLATION.* Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3) *Tucker*  
*LATIN LITERATURE IN TRANSLATION.* Reading and discussion of major works of clas-

sical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

HISTORY 301. (3) *Brinkley*  
*GREEK HISTORY.* An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3) *Brinkley*  
*ROMAN HISTORY.* A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the Roman civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3) *Brinkley*  
*DESCRIPTIVE LINGUISTICS.* An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3) *Brinkley*  
*HISTORICAL LINGUISTICS.* Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.



## ECONOMICS

*Associate Professors Hendley, Angresano; Assistant Professors Gibson, Holleran, Townsend; Lecturers Stern, Gambone*

The requirements for all Economics majors are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 103 and 104. A major is expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond those specific courses, the student has a choice between a concentration in General Economics, taking Economics 401 and 402 (or, in certain cases, 495), or a concentration in Management Economics, taking Economics 421 and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

**ECONOMICS 101. (3)** *Staff*  
**INTRODUCTION TO ECONOMICS.** A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

**ECONOMICS 103. (3)** *Townsend*  
**MONEY AND BANKING.** Analysis of the fractional reserve banking system, its place in financial markets, and the American economy. The Federal Reserve System and its relation to be banking system are analyzed. Monetary and fiscal policies are examined in the light of Keynesian and Monetarist theory. Prerequisite: Economics 101. Offered: each semester.

**ECONOMICS 201. (3)** *Angresano*  
**COMPARATIVE ECONOMIC SYSTEMS.** An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: on demand.

**ECONOMICS 203. (3)** *Holleran*  
**GENERAL ECONOMIC HISTORY.** Study of the origins and spread of modern economic growth in Western Europe and North America, with emphasis on 18th and 19th century experience. Prerequisites: Economics 101. Offered: on demand.

**ECONOMICS 204. (3)** *Holleran*  
**TOPICS IN ECONOMIC HISTORY.** Selected topics of historical and economic significance are examined using the tools of economics. Prerequisites: Economics 101. Offered: on demand.

**ECONOMICS 205. (3)** *Angresano*  
**HISTORY OF ECONOMIC THOUGHT.** A survey of the development of economics from

mercantilism through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: on demand.

**ECONOMICS 206. (3)** *Townsend*  
**TOPICS IN HISTORY OF ECONOMIC THOUGHT.** This course explores methodological and topical subjects in the history of economics. Prerequisites: Economics 101 and junior standing or permission of the instructor. Offered: on sufficient demand.

**ECONOMICS 208. (3)** *Hendley*  
**PUBLIC FINANCE.** An analysis of the process of government decision-making as related to resource allocation and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

**ECONOMICS 209. (3)** *Hendley*  
**TOPICS IN POLITICAL ECONOMY.** An adaptation and application of fundamental economic concepts to the analysis of problems such as poverty, education, crime, and professional sports. The topics considered vary from year to year. Prerequisite: Economics 101. Offered: periodically.

**ECONOMICS 210. (3)** *Angresano*  
**ECONOMIC DEVELOPMENT.** A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

**ECONOMICS 212. (3)** *Townsend*  
**ENVIRONMENTAL ECONOMICS.** This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies will be used to illustrate, and will require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

**ECONOMICS 213. (3)** *Hendley*  
**ECONOMICS OF THE LAW.** Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law.



Prerequisite: Economics 101. Offered: fall semester.

**ECONOMICS 214. (3)** *Gambone*  
*INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST.* An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: spring semester of even years.

**ECONOMICS 220. (3)** *Stern*  
*CORPORATION FINANCE.* The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; students are encouraged, but not required, to have taken Economics 221 or equivalent course. Offered: fall semester.

**ECONOMICS 221. (3)** *Gibson*  
*MANAGEMENT ACCOUNTING AND ANALYSIS.* Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: each semester.

**ECONOMICS 222. (3)** *Gibson*  
*NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS.* The role of business in society and the functions of business are considered within the framework of the social system. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

**ECONOMICS 260. (3)** *Angresano*  
*INTERNATIONAL ECONOMICS.* Examination of the basis of international trade, the balance of international payments and adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 101. Offered: on demand.

**ECONOMICS 301. (3)** *Townsend*  
*Holleran*  
*MICROECONOMIC THEORY.* A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisite: Economics 101 and junior standing. Offered: each semester.

**ECONOMICS 303. (3)** *Angresano*  
*MACROECONOMIC THEORY.* Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisite: Economics 101 and junior standing. Offered: each semester.

**ECONOMICS 306. (3)** *Gambone*  
*ELEMENTS OF ECONOMETRICS.* A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive reading of empirical work in economic literature. Prerequisites: Economics 101 and Mathematics 103. Offered: spring semester of odd years.

**ECONOMICS 308. (3)** *Townsend*  
*MATHEMATICAL ECONOMICS.* Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 101. Offered: spring semester of even years.

**ECONOMICS 401. (3)** *Townsend*  
*SEMINAR IN INTERMEDIATE ECONOMIC ANALYSIS.* Application of macroeconomic and microeconomic decision tools to problems of business cycles and forecasting and to problems of economic welfare. A capstone course in economics, the seminar enables students to use the tools of intermediate theory as devices for dynamically modelling the economy and forecasting trends in economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

**ECONOMICS 402. (3)** *Hendley*  
*SEMINAR IN PUBLIC POLICY ANALYSIS.* A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401 or permission of the instructor. Offered: spring semester.

**ECONOMICS 421. (3)** *Holleran*  
*MANAGERIAL ECONOMICS.* Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

**ECONOMICS 422. (3)** *Gibson*  
*SEMINAR IN BUSINESS PROBLEMS.* The



purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

## CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses:

ECONOMICS 101.

ECONOMICS 301, 303.

ECONOMICS 306, 308.

Two elective courses in Economics.

MATHEMATICS 101, 102, 103.

MATHEMATICS 201, 202.

COMPUTER SCIENCE 221.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathematical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

## ENGLISH

*Professors Martin, Simpson\*; Adjunct Professor Bunting; Associate Professors Bagby, Saunders\*; Visiting Assistant Professors Cabas, Deis, Frye, Papovich; Lecturers O'Grady, N. Poteet, Stiffler*

The requirements for a major in English are 30 hours, including two semesters each of History of English Literature (201-202), Shakespeare (403-404), and American Literature (331-332); a genre course, a period course; a single-author course other than Shakespeare; and at least one course in British history 102. Beyond English 201-202, only one course at the 200 level may be applied to the major. At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 201-202. (3-3) *Staff*  
**THE HISTORY OF ENGLISH LITERATURE.**

The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

ENGLISH 203. (3) *Staff*  
**EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE.** This study of the epic tradition in English and American literature begins with backward glances at *Beowulf* and *The Faerie Queene* and then proceeds to a careful consideration of Shakespeare's history plays (*Richard II*; *Henry IV, I and II*; *Henry V*; *Richard III*), Milton's *Paradise Lost* and *Paradise Regained* (selected passages), Fielding's *Tom Jones*, Pope's *Rape of the Lock*, Melville's *Moby-Dick*, and Whitman's *Leaves of Grass* (selected passages). Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 204. (3) *Bagby*  
**AMERICAN NATURE WRITING.** This course is a study of selected American works which deal with the relationship between man and the natural world. It is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare



himself to receive such benefits. Authors to be considered include Cooper, Emerson, Whitman, Thoreau, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 205. (3) *Martin*  
*UTOPIAN LITERATURE*. This study of representative accounts of ideal societies and the perfection of man begins with Plato's *Republic* and More's *Utopia* as bases; other readings include works from the classical era to the present, with concentration on American and British literature of the nineteenth and twentieth centuries. Authors to be considered include Howells, Butler, Bellamy, Huxley, and Orwell. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 206. (3) *Martin*  
*LITERATURE AND YOUTH*. This is a study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 209. (3) *Deis*  
*THE SHORT NOVEL*. This course will include British, European, American, and South American authors and works. Students will read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Doris Lessing; and Gabriel Garcia Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 210. (3) *Bagby*  
*INTRODUCTION TO AFRO-AMERICAN LITERATURE*. The works of major black American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to Afro-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: spring semester of even years.

ENGLISH 212. (3) *O'Grady*  
*THE ART OF THE ESSAY*. This is a work-

shop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 331. (3) *Bagby*  
*AMERICAN LITERATURE TO 1865*. This is a general study of American literature from colonial times through the Civil War. While attention is given to the milieu, continuity, and development of our literature, the emphasis is upon major figures: Poe, Hawthorne, Melville, Emerson, and Thoreau. Appropriate critical approaches other than the historical are utilized in considering the key works of these authors. Prerequisite: none. Offered: fall semester.

ENGLISH 332. (3) *Staff*  
*AMERICAN LITERATURE SINCE 1865*. This is a continuation of English 331, covering the period from the Civil War to the present. Again, attention is given to the milieu, continuity, and development of our literature, with emphasis upon the following major figures: Whitman, Dickinson, Twain, Henry James, Crane, Dreiser, Frost, Eliot, and Faulkner. Appropriate critical approaches other than the historical are utilized in considering the key works of these authors. Prerequisite: none. Offered: spring semester.

ENGLISH 341. (3) *Brinkley*  
*HISTORY OF THE ENGLISH LANGUAGE*. This is a general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 201-202 is strongly recommended. Offered: fall semester of odd years.

SEE ALSO Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 352. (3) *Martin*  
*MEDIEVAL ENGLISH LITERATURE*. This is a study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary



genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 355. (3) *Bagby*  
*POETRY OF THE ENGLISH RENAISSANCE.* A survey of non-dramatic poetry (exclusive of Milton) from the middle of the sixteenth century to the Restoration, concentrating on Sidney, Spenser, the major "metaphysical" poets, and Ben Jonson, but including some lesser writers as well. The course studies these poets in their historical and intellectual settings and considers also the new forces which led to renaissance in English Poetry. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 361. (3) *Saunders*  
*THE AUGUSTAN AGE.* This course is a critical study of the major writers of the eighteenth century, particularly Pope, Swift and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 363. (3) *Simpson, Saunders*  
*ENGLISH NOVEL.* The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Bronte sisters, Dickens and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 365. (3) *Bagby*  
*THE ENGLISH ROMANTICS.* The six major Romantics — Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats — are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Prerequisite: none. Offered: fall semester of even years.

ENGLISH 367. (3) *Deis and Frye*  
*VICTORIAN LITERATURE.* This course will concentrate on the major Victorian poets — Browning, Tennyson, and Arnold — and sample the minor ones. It will examine the prose writings of Carlyle, Darwin, Mill, and Arnold; and it will peek into the prose fiction of at least one significant Victorian novelist — probably

Dickens. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 372. (3) *Simpson*  
*MODERN BRITISH AND AMERICAN NOVEL.* Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 374. (3) *Bagby*  
*MODERN BRITISH AND AMERICAN POETRY.* This is a critical study of major poets of the twentieth century, such as Yeats, Pound, Eliot, Frost, Williams, Stevens, and Hughes; it is intended less as an historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 376. (3) *Simpson*  
*MODERN DRAMA.* American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 381. (3) *Martin*  
*ENGLISH DRAMA.* This is a survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisites: none. Offered: on sufficient demand.

ENGLISH 384. (3) *Simpson*  
*THE SHORT STORY.* Readings are drawn from American, British, and European short stories, and from criticism and the theory of fiction. Authors might include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; R. L. Stevenson, Saki, Maugham, Mansfield, D. H. Lawrence, and Graham Greene; Maupassant, Chekhov, Pushkin, Balzac, Tolstoy, Kafka, and Thomas Mann. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 391. (3) *Martin*  
*LITERATURE OF WAR.* Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth cen-



turies, but includes works of ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 400. (3) *Martin*  
*CHAUCER. The Canterbury Tales, Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 403-404. (3-3) *Cabas*  
*SHAKESPEARE*. The early comedies, histories, and tragedies; the sonnets; and *Venus and Adonis* and *The Rape of Lucrece* are treated in first semester. The later histories, the "problem plays," the great tragedies, and the romances are read in second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 403 in the fall semester; 404 in the spring semester.

ENGLISH 407. (3) *N. Poteet*  
*MILTON*. This is a study of all of Milton's poetry, with emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 411. (3) *Martin*  
*HEMINGWAY*. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 414. (3) *Simpson*  
*FAULKNER SEMINAR*. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: Consent of instructor. Offered: spring semester of odd years.

ENGLISH 420. (3) *Staff*  
*LITERARY CRITICISM*. This is a study of

critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 431. (3) *O'Grady*  
*INTRODUCTORY CREATIVE WRITING*. This is a workshop in the craft of writing poetry and short fiction. The general approach will be to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: consent of the instructor. Offered: fall semester.

ENGLISH 432. (3) *O'Grady*  
*ADVANCED CREATIVE WRITING*. This is a continuation of English 431 with greater emphasis placed on developing an individual style in a specific genre. This workshop will also focus on writing poetry and short fiction. Prerequisite: consent of the instructor. Offered: spring semester.



## FINE ARTS

*Professor Emeritus Thompson; Associate Professors Coy, Kidd*

FINE ARTS 103. (3) *Kidd*  
*INTRODUCTION TO MUSIC LITERATURE.* This course examines music in its historical and cultural context through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: fall semester.

FINE ARTS 201-202. (3-3) *Thompson*  
*THE HISTORY OF THE FINE ARTS.* This course is designed to promote the enjoyment of the fine arts — painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern languages is useful as background information but is not a requirement. Fine Arts 202 may include a spring trip to the Washington galleries. Not open to freshmen. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

FINE ARTS 206. (3) *Thompson*  
*WESTERN ART OF THE 19TH AND 20TH CENTURIES.* The painting, sculpture, and architecture of Europe and the Americas in the modern age. Not open to freshmen. Prerequisite: Fine Arts 202 or equivalent. Offered: on sufficient demand.

FINE ARTS 207. (3) *Coy*  
*INTRODUCTION TO THEATRE.* This course is designed for students interested in understanding plays in the context of theatre history and of performance circumstances. Previous theatrical experience is desirable but not necessary. Plays to be read will be drawn from various periods of history and types of drama, from the Greeks to the Theatre of the Absurd. Scenes may be performed, with the emphasis upon interpretation rather than mechanics or technique. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3) *Kidd*  
*FUNDAMENTALS OF MUSIC THEORY.* These courses are designed to aid in the understanding of the fundamentals of music as well as in developing elementary analytical skills followed by application through synthesis (writing and arranging). Among topics to be covered: fundamentals, harmonic functions, counterpoint, small-musical forms, compound forms,

sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212 is an advanced continuation of 211. Prerequisite: Fine Arts 103 or permission of the instructor. Offered: 211 in the fall semester, 212 in the spring semester.

FINE ARTS 302. (3) *Kidd*  
*TOPICS IN MUSIC HISTORY.* This course will go into considerable depth in the selected topic(s) for the particular semester, i.e., song, instrumental music, choral music, opera, musical theatre, jazz, etc. The study will be analytical (aural and visual) with some individual research and analysis and several written reports of observations and findings. Prerequisite: Fine Arts 103 and 211 or permission of instructor. Offered: spring semester.

FINE ARTS 321. (3) *Coy*  
*THEORY AND PRACTICE OF THEATRE.* The first half of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the works of Stanislavsky and Brecht. The remainder of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design and playwriting. Prerequisite: Fine Arts 207 or consent of the instructor. Offered in both fall and spring semesters.



## HISTORY

*Professors Heinemann, Laine, Simms; Associate Professor Fitch; Assistant Professor Bowman*

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 499. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history. In addition, any one course (3 hours) in each of the fields of Political Science, Economics, and Philosophy is required.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485, 490.

HISTORY 101-102. (3-3) *Bowman, Laine, Simms*

**WESTERN CIVILIZATION.** The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Western Man 101-102. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3) *Bowman, Fitch*  
**UNITED STATES.** The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 113. (3) *Heinemann*  
**FRESHMAN SEMINAR IN AMERICAN HISTORY.** A seminar investigating a selected topic in American history, utilizing readings, student papers, and class discussions. Open to freshmen only. Prerequisite: none. Offered: fall semester.

HISTORY 201-202. (3-3) *Laine*  
**ENGLAND AND THE BRITISH EMPIRE.** The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Bri-

tain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3) *Simms*  
**RUSSIA.** The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Open only to juniors and seniors, or with the permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3) *Laine*  
**THE FAR EAST.** The impact of the West on East Asia and the resulting response of Asia to Western invasion. Special emphasis is given to China — the influence of traditional Chinese civilization on surrounding countries, the growth of nationalism in China, the Japanese invasion of China, and the rise of power of the Chinese Communists. Prerequisite: none. Not offered 1984-85.

HISTORY 211. (3) *Fitch*  
**COLONIAL AMERICA.** After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none.

HISTORY 212. (3) *Fitch*  
**THE AGE OF THE AMERICAN REVOLUTION, 1763-1815.** A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3) *Heinemann*  
**CIVIL WAR AND RECONSTRUCTION.** The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.



HISTORY 215-216. (3-3) *Heinemann*  
*MODERN AMERICA*. The United States from the end of Reconstruction to the present. The first semester (1877-1916) covers the development of America's industrial revolution, its impact on American life, and the responses of Populist and Progressive reformers to the new order. The themes of domestic reform and foreign involvement dominate the second semester, with emphasis on the Twenties, the New Deal, and the Cold War. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 280. (3) *Heinemann*  
*CIVIL WAR FIELD TRIP*. A study of the tactics and strategy adopted and the influence of terrain in the eastern theater of the Civil War, with special emphasis on the life of the ordinary soldier as well as the characters of the prominent generals. Following some preliminary reading and classroom work, the class will take a ten-day tour of the eastern battlefields, camping out where possible. Prerequisite: none. Offered: spring short term on sufficient demand.

HISTORY 301. (3) *See Classical Studies.*

HISTORY 302. (3) *See Classical Studies.*

HISTORY 304. (3) *Laine*  
*MEDIEVAL CIVILIZATION*. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Not offered 1984-85.

HISTORY 305. (3-3) *Bowman*  
*EUROPE, 1789-1871*. This course will focus on the dual democratic and industrial revolutions that began in France and England respectively during the late 18th century; on the emergence of 19th-century liberal, conservative, and socialist ideologies; and on the events and ideas that culminated in the national unifications of Italy and Germany. Major emphasis will be placed on student essays and oral presentations. Prerequisites: History 101-102 or permission of instructor. (This course is a prologue to History 306 offered in the spring semester.)

HISTORY 306 (3) *Simms*  
*STUDIES IN 20TH CENTURY EUROPEAN HISTORY*. This course will deal with special topics in modern European history such as war and revolution, utilizing outside readings, stu-

dent papers, and class discussion. Permission of instructor required. Offered: spring semester.

HISTORY 313. (3) *Fitch*  
*HISTORY OF AMERICAN FOREIGN RELATIONS*. A survey of America's role in foreign affairs from the formation of the republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interests as America experienced the transition from a small power to great power status. Prerequisite: none.

HISTORY 315-316. (3-3) *Fitch*  
*AMERICAN INTELLECTUAL HISTORY*. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of these ideas upon institutions and values. Specific topics will be chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester. Not offered in 1984-85.

HISTORY 317. (3) *Heinemann*  
*THE AMERICAN SOUTH*. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 318. (3) *Heinemann*  
*BLACK AMERICA*. A study of the Negro's contribution to American history and culture, both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none. Offered in spring semester of odd years.

HISTORY 407. (3) *Laine*  
*TUDOR AND STUART BRITAIN*. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of instructor. Not offered 1984-85.



HISTORY 408. (3) *Laine*  
*THE AGE OF HUMANISM AND REFORMATION*. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisites: open to seniors; juniors with permission of instructor. Not offered 1984-85.

HISTORY 411. (3) *Simms*  
*RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE*. A survey of Russian literature from 1825 to the present in its historical context. The literature selected will have particular significance to the history of a given period, e.g., how it both reflects and affects the basic themes of Russian history. Prerequisite: History 311 or History 312 or permission of instructor. Offered: fall semester.

HISTORY 412. (3) *Heinemann*  
*STUDIES IN TWENTIETH CENTURY AMERICA*. A seminar investigating selected topics in twentieth century American life and politics, utilizing readings, student papers, and class discussions. Open to juniors and seniors. Prerequisite: none. Not offered 1984-85.

HISTORY 499. (3) *Staff*  
*COLLOQUIUM*. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in European or American history. Students are expected to participate regularly in class discussions of assigned readings; to make occasional oral reports on specific topics; and to write a number of analytical essays of short to moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). At least two colloquia—one European, one American—are offered each fall semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior history majors. Prerequisites: Students who enroll in a European 499 should normally have completed History 101-102; students who enroll in an American 499 should normally have completed a 100 or 200 level course covering at least part of the time-frame or subject of the colloquium.

HISTORY 499-1. (3) *Simms*  
*EUROPEAN COLLOQUIUM: WAR AND SOCIETY*. This course will constitute a survey of warfare from ancient times through World War I. It will include material on the theory and principles of war, the evolution of warfare itself, study of particular campaigns and battles, and the relationship of war to society. In addition to the readings and discussions, students will be required to make an oral presentation based on their research project. Prerequisites: permission of the instructor.

HISTORY 499-2. (3) *Heinemann*  
*U.S. COLLOQUIUM: THE 1930s*. This course will be a study of the Depression and New Deal and their impact on American life at the time and for generations thereafter. One research paper required along with short essays and oral reports. Prerequisites: History 112 or 216, or permission of instructor.

HISTORY 500. (3) *Staff*  
*SENIOR THESIS*. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History department in selecting, researching, and writing his essay. Prerequisite: History 499.

### HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his history courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300 or 400 level history course. After taking History 499 by the fall of his senior year and receiving a grade no lower than a B+, he enrolls in History 500. The Honors Council and History Department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than a B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the History Department and a third professor chosen from another department by the student with the advice of his adviser and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.



## HUMANITIES

### *Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, and Philosophy*

The requirement for the Humanities major, including the distribution requirement in the Humanities division and the foreign language proficiency requirement, is 60 semester hours' work, as follows:

- |                                |                   |
|--------------------------------|-------------------|
| a) English                     | 12 semester hours |
| 200 level and above            |                   |
| b) Foreign Languages           | 18 semester hours |
| 200 level and above            |                   |
| in two languages,              |                   |
| one ancient, one modern        |                   |
| c) Philosophy 301-302          | 6 semester hours  |
| d) Fine Arts 201-202 or 103    | 6 semester hours  |
| or 211-212 or 302              | 9 semester hours  |
| e) History                     |                   |
| Ancient, 3 semester hours      |                   |
| Medieval, 3 semester hours     |                   |
| Additional, 3 semester hours   |                   |
| f) Advanced English,           | 3 semester hours  |
| Foreign Language,              |                   |
| Philosophy, or thesis          |                   |
| g) Electives in the Humanities | 6 semester hours  |

## INTERSCIENCE

### *Faculty of the Departments of Biology, Chemistry, Mathematics, and Physics*

Students may satisfy the requirements for the Inter-science Major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

#### **Biochemistry**

**BIOCHEMISTRY - MOLECULAR BIOLOGY:** Three of the following four courses: Biology 311 (Genetics), Biology 332 (Cell Physiology), Chemistry 311 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

**BIOLOGY:** 101-102, 151-152 (General and Laboratory), 331 (Biochemistry), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cytology), 220 (Microbiology), 400 (General Biological Science), 311 (Genetics), 332 (Cell Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

**CHEMISTRY:** 101-102-151-152 (Concepts and Laboratory), 201-202-251-252 (Organic and Laboratory), 301 (Physical Chemistry I). Total: 19 hours.

**OTHER:** Physics 111-112-151-152 (General and Laboratory); Mathematics 101 (Calculus I). Total: 12 hours.

#### **Biophysics**

**BIOLOGY:** 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

**PHYSICS:** 111-112-151-152 (General Physics and Laboratory), 215-216-261-262 (Electronic Instrumentation), 213 (Radiation Physics), 211 (Computer-Based Physics), 304 (Optics). Total: 24 hours.

**OTHER:** Chemistry 101-102-151-152 (Concepts and Laboratory); either Chemistry 201-251 (Organic) or Mathematics 101 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherence of the course of study.



## Mathematics-Physics

MATHEMATICS: 101 (Calculus I), 102 (Calculus II), 201 (Linear Algebra), and three hours at the 200 level or above. Total: 15 hours.

COMPUTER SCIENCE: 221 (Fortran Programming), 222 (Advanced Fortran Programming), and six hours at the 300 level or above. Total: 12 hours.

PHYSICS: 111-112-151-152 (General and Laboratory); 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 104-144 (Basic Linear and Laboratory) or 215-261 (Principles of Electronic Instrumentation and Laboratory); and eight hours at the 200 level or above. Total 25 hours.

## Other Interscience Programs

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 202 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the three following distribution requirements: Either a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

## INTRODUCTORY HONORS

*Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences*

### HONORS 101. (3)

*Staff*

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors-caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall semester.

### HONORS 102. (3)

*Staff*

Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisites: open to Honors-caliber freshmen or sophomores; permission of the Honors Council required. Offered: spring semester.



## MATHEMATICS AND COMPUTER SCIENCE

*Professor Gaskins; Associate Professors Bryce, Johnson, Koether, Pelland; Lecturers Myers, Nailor*

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 101, 102, 201, 202, 301, 303, and 5 electives at or above the 200 level. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive applications of mathematics.

Forty-one hours are required for a major in mathematics and computer science: Mathematics 101, 102, 201, 202, 301, and 303; Computer Science 221, 222, 321, 322, 421, 422; and one elective chosen from the following list: Mathematics 203, 304, 308, 309, 310. Students interested in majoring in mathematics and computer science are advised to consult with the department in their second or third semester.

**MATHEMATICS 100. (4)** *Staff*  
*AN INTRODUCTION TO THE MATHEMATICAL SCIENCES.* The elements of computing, elementary functions, and the fundamentals of algebra and arithmetic. Students will write programs in BASIC to illustrate fundamental principles and accordingly prepare themselves for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in mathematics or computer science. Prerequisite: consent of the department.

**MATHEMATICS 101. (4)** *Staff*  
*CALCULUS I.* Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

**MATHEMATICS 102. (4)** *Staff*  
*CALCULUS II.* Functions defined by integrals, inverses, applications and techniques of integration, plane curves, and polar coordinates. Prerequisite: Math 101 or the equivalent. Offered: each semester.

**MATHEMATICS 103. (4)** *Staff*  
*STATISTICS.* Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

**MATHEMATICS 104. (4)** *Staff*  
*BUSINESS MATH.* The application of mathematical concepts and structures to business management. Topics include matrix arithmetic, linear programming and game theory, and an

introduction to differential calculus. A student cannot receive credit for Math 104 if he has passed Math 201. Prerequisite: none. Offered: each semester.

**MATHEMATICS 201. (4)** *Staff*  
*LINEAR ALGEBRA.* Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Math 102. Offered: fall semester.

**MATHEMATICS 202. (4)** *Staff*  
*CALCULUS III.* Vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Math 201. Offered: spring semester.

**MATHEMATICS 203. (4)** *Staff*  
*STATISTICAL METHODS.* Organizing, conducting, and analyzing experiments with emphasis on data analysis using both parametric and non-parametric methods. Prerequisite: Math 103 or consent of instructor. Offered: spring semester of odd years.

**MATHEMATICS 205. (3)** *Staff*  
*AN INTRODUCTION TO THE HISTORY OF MATHEMATICS.* A survey, from Babylonian mathematics, through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 102 or consent of the instructor. Offered: on demand.

**MATHEMATICS 207. (3)** *Staff*  
*DIFFERENTIAL EQUATIONS.* Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Math 201 or consent. Offered: fall semester of odd years.

**MATHEMATICS 301-302. (3-3)** *Staff*  
*ADVANCED CALCULUS.* Further investigations of the calculus of one and several real variables. Continuity, uniform convergence, differentiation, integration, implicit function theorems, line and surface integrals, classical theorems of vector analysis. Prerequisite: Math 202. Offered: 301 in the fall semester; 302 on demand.

**MATHEMATICS 303-304. (3-3)** *Staff*  
*ALGEBRAIC STRUCTURES.* Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Math 201. Offered: 303 in the fall



semester; 304 on demand.

MATHEMATICS 305. (3) *Staff*  
*GEOMETRY*. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 306. (3) *Staff*  
*TOPOLOGY*. Elementary topological concepts. Prerequisite: Math 202. Offered: on sufficient demand.

MATHEMATICS 307. (3) *Staff*  
*ELEMENTARY NUMBER THEORY*. An introduction to the theory of numbers. Prerequisite: Math 102. Offered: on sufficient demand.

MATHEMATICS 308. (3) *Staff*  
*NUMERICAL ANALYSIS*. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisite: Math 201. Offered: spring semester of even years.

MATHEMATICS 309. (3) *Staff*  
*APPLIED MATHEMATICS*. Mathematical models and topics in advanced mathematics with applications to the natural and social sciences. Prerequisites: Math 201 and 301 or consent. Offered: spring semester of odd years.

MATHEMATICS 310. (3) *Staff*  
*PROBABILITY AND STATISTICS*. Probability models, moment generating functions, limit theorems, and estimation. Prerequisite: Math 202. Offered: fall semester of odd years.

MATHEMATICS 311. (3) *Staff*  
*COMPLEX ANALYSIS*. An introduction to the theory of complex functions. Prerequisite: Math 301. Offered: on sufficient demand.

MATHEMATICS 401-402. (3-3) *Staff*  
*REAL ANALYSIS*. Introduction to the theory of real functions, Lebesgue measure and integration, and related topics. Prerequisites: Math 301 and 302. Offered: on sufficient demand.

MATH 461 (3) *Staff*  
*HONORS IN MATHEMATICS*. A scholarly project conducted in close consultation with a supervising professor and ordinarily continuing in Mathematics 462. Prerequisite: consent of the instructor. Offered: on demand.

MATH 462 (3) *Staff*  
*HONORS IN MATHEMATICS*. Continuation of 461. Prerequisite: Math 461 and consent of

the instructor. Offered: on demand.

COMPUTER SCIENCE 121. (3) *Staff*  
*AN INTRODUCTION TO COMPUTING*. An introduction to fundamental computing, with work in preparing, debugging, running, and documenting programs. An introduction to useful software packages, as well. Discussion of some controversial computing issues. A student cannot receive credit for Computer Science 121 if he has passed Computer Science 221 or its equivalent. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 221. (3) *Staff*  
*FORTRAN PROGRAMMING*. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs in the FORTRAN language. Problem solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 222. (3) *Staff*  
*ADVANCED FORTRAN PROGRAMMING*. A continuation of Computer Science 221 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. A student project is required. Prerequisite: Computer Science 221. Offered: spring semester.

COMPUTER SCIENCE 231. (3) *Staff*  
*COBOL*. Structural programming in COBOL. Students will undertake one or more large group projects. Prerequisite: Computer Science 121 or 221. Offered: spring semester of even years.

COMPUTER SCIENCE 321. (3) *Gaskins*  
*INFORMATION STRUCTURES*. A study of data structures including strings, lists, queues, and graphs. Efficiencies of information storage and retrieval are emphasized. Various methods for the sorting and searching of information from large files and databases are investigated. Prerequisite: Computer Science 222. Offered: fall semester of odd years.

COMPUTER SCIENCE 322. (3) *Gaskins*  
*ADVANCED INFORMATION STRUCTURES AND PROGRAMMING LANGUAGES*. A continuation of Computer Science 321 with emphasis on the integration of different types of structures into a single information system design. Advanced programming structures available in languages such as ADA, APL, P1/1, and



SNOBOL are investigated. A group project of major proportion in which teams of three or four students cooperate to prepare a complete design document ready to hand to a programmer is required. Prerequisite: Computer Science 321. Offered: spring semester of odd years.

COMPUTER SCIENCE 421. (3) *Gaskins*  
**ASSEMBLY LANGUAGE PROGRAMMING.** Programming applications which reflect the machine architecture of available computing systems are emphasized. Interfacing assembly and FORTRAN programs are discussed. Prerequisite: Computer Science 222. Offered: fall semester of even years.

COMPUTER SCIENCE 422. (3) *Gaskins*  
**SYSTEMS PROGRAMMING.** A continuation of Computer Science 421 but with emphasis on the design and construction of operating systems. Topics include batch processing, multiprogramming, multiprocessor, virtual and real-time systems. A term paper presenting an in-depth study of an operating system is required. Prerequisite: Computer Science 421. Offered: spring semester of even years.

## MODERN LANGUAGES

*Professor Silveira; Associate Professors Farrell, Jagasich; Assistant Professor Wilson; Visiting Assistant Professor Kline*

The requirements for a major in French, German or Spanish are 18 hours in the language including 301 and a second course at the 300 level, four courses at the 400 level, and the completion of one of the following cultural or linguistic options: 1) Latin or Greek through the 102 level plus *Descriptive Linguistics* (Classical Studies 301) and *English Etymology* (Classical Studies 201); or 2) a second modern language (French, Spanish, or German) through the 202 level; or 3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. Also required are at least six hours credit from an approved host institution in a foreign country where the target language is spoken. For a concentration with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400 level.

### LANGUAGE STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study but monitors closely the standards and administration of the programs to which it entrusts its students. At this writing the Department enjoys particularly close relations with the following institutions: The Institute of European studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with program centers in London, Madrid, Heidelberg, and Paris; the Franco-American Study Center, located in Normandy; and the Forspro Summer in Madrid, of which Hampden-Sydney is local representative. These programs offer supervision, coordination, structure, and compatible cost. Long experience has shown that Hampden-Sydney students find the transition comfortable from classes on this campus to those of the host institution. Since candidates for the major must present evidence of foreign study, Garlick Honoraria are offered to recognize merit. Credit is granted at par with other Hampden-Sydney programs, though courses overseas must be approved in advance by the Foreign Study Committee and be consonant with Hampden-Sydney curricular philosophy.

### THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for student use. The student shall give evidence of his understanding by clear response and rudimentary analysis, in the target language, to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not lead to analysis, will not be adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202. Students may, of course, take these same courses for credit toward the distribution requirement in Humanities, but they must observe the prerequisites in each case.

### MODERN LANGUAGE PLACEMENT POLICY

Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 85 on the Princeton MB form; 650 on the SAT achievement test; 4



on the Advanced Placement examination. Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement. Students engaged in preparing for or satisfying the proficiency requirement will have priority space in all 100- or 200-level classes. Students will not be allowed to offer courses from other institutions against the Hampden-Sydney proficiency requirement unless they are prepared to take and pass the Princeton MB battery with a score of 85.

## FRENCH

**FRENCH 101-102. (4-4)** *Farrell, Kline*  
**INTRODUCTION TO FRENCH.** Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

**FRENCH 201-202. (4-4)** *Farrell, Kline*  
**INTERMEDIATE FRENCH.** A balanced course with emphasis on reading. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

**FRENCH 301-302. (4-4)** *Farrell*  
**MASTERPIECES OF FRENCH LITERATURE.** A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Considerable reading. Prerequisite: French 201-202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester. Meets four times weekly.

**FRENCH 307-308. (3-3)** *Farrell*  
**MASTERPIECES OF FRENCH LITERATURE (in English).** An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: French 201-202 or approval of professor. Required for the major. Offered: when possible.

**FRENCH 401. (3)** *Kline*  
**FRENCH THEATER.** Survey of French drama from medieval *troupe* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

**FRENCH 402. (3)** *Farrell*  
**ADVANCED FRENCH COMPOSITION.** Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes*. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

**FRENCH 403. (3)** *Farrell*  
**FRENCH POETRY.** Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French verse. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

**FRENCH 404. (3)** *Kline*  
**FRENCH NOVEL.** Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

## GERMAN

**GERMAN 101-102. (4-4)** *Jagasich*  
**INTRODUCTION TO GERMAN.** A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

**GERMAN 201-202. (3-3)** *Jagasich*  
**INTERMEDIATE GERMAN.** A review of grammar will be covered. Oral practice based on readings from various types of material will be emphasized. Elements of composition taught. Students will be encouraged to perform a play as well as report on individual outside reading. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

**GERMAN 301-302. (3-3)** *Jagasich*  
**SURVEY OF GERMAN LITERATURE.** The history of German literature from the beginnings to our day, with class reading of selected poetry, prose and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite: German 201-202, or its equivalent. Offered: on sufficient demand.



GERMAN 307-308. (3-3) *Farrell*  
*SURVEY OF GERMAN LITERARY FORMS*  
*IN ENGLISH TRANSLATION*. First semester will offer study of texts from the Teutonic epic to *Faust, Erster Teil*. Second semester will begin with Goethe's *Werther* and continue through Gunther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Does not count toward major. Offered: when possible.

GERMAN 401. (3) *Jagasich*  
*GERMAN THEATER*. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Bürger-satire* and *Hörspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

GERMAN 402. (3) *Jagasich*  
*ADVANCED GERMAN COMPOSITION*. Intensive grammar review in conjunction with preparation of difficult texts; vocabulary acquisition and stylistics incorporated in the program. Linguistic approach. Conducted in major language. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

GERMAN 403. (3) *Jagasich*  
*GERMAN POETRY*. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metric variations. Prerequisite: German 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

GERMAN 404. (3) *Jagasich*  
*GERMAN NOVEL*. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

## RUSSIAN

RUSSIAN 101-102. (3-3) *Jagasich*  
*INTRODUCTORY RUSSIAN*. Basic writing and reading skills are taught. Grammatical con-

cepts are explained and drilled through dictations, translations, and elementary conversation. A reasonable amount of narrative prose is read. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: on sufficient demand. Meets four times weekly.

RUSSIAN 201-202. (3-3) *Jagasich*  
*INTERMEDIATE RUSSIAN*. Advanced grammar to be taught while translating more difficult reading material coupled with advanced conversation. Vocabulary building and active participation are encouraged. Basic composition skills are taught. Songs and poetry used to introduce students to Russian culture and art. Prerequisite for 201: 101-102 or equivalent. Meets four times weekly.

## SPANISH

SPANISH 101-102. (4-4) *Staff*  
*INTRODUCTION TO SPANISH*. The elements of grammar, composition, and pronunciation. Laboratory. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

SPANISH 201-202. (4-4) *Staff*  
*INTERMEDIATE SPANISH*. Review of grammar, oral practice based on readings from Spanish and Spanish-American writers will be emphasized. Laboratory. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

SPANISH 301-302. (3-3) *Wilson*  
*MASTERPIECES OF SPANISH LITERATURE*. A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete, representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 301 in the fall semester; 302 in the spring semester.

SPANISH 303-304. (3-3) *Silveira, Wilson*  
*SPANISH-SPEAKING WORLD*. An introduction to the history and culture of Spain (303) and Spanish America (304). An intensive study, through visual, aural, literary, and journalistic sources, of the heritage of Spanish-speaking populations, beginning with the *Celtiberos* of primitive *Hispania* and leading up to the current democratic state that is modern Spain;



beginning with pre-Columbian America and then the *conquistadores* and leading up to our own *chicano* community's expression of identity. Lectures and reading as well as student performance in Spanish only. Prerequisites: Spanish 201-202 or permission of instructor. Offered: on sufficient demand.

SPANISH 305-306. (3-3) *Silveira, Wilson*  
**ADVANCED CONVERSATION AND COMPOSITION.** An intensive (four times weekly) course in the spoken idiom, with daily drills and laboratory work. Concentration on oral patterns, phonetics, rhythm, and diction. Extensive concentration on vocabulary with particular attention to commercial and technical (occasionally medical) language. A course of practical content designed to lead to study abroad or to supplement career goals in the world. Prerequisite: Spanish 201-202 or permission of instructor. Offered: 305 in the fall semester; 306 in the spring semester.

SPANISH 401. (3) *Wilson*  
**LATIN-AMERICAN PROSE.** A seminar in the evolution of Latin-American narrative and expository forms, from Fernandez de Lizardi's *Periquillo Sarniento*, following the currents of fiction and non-fiction, including the non-poetical theater, to the modern *novela* of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall, 1985.

SPANISH 402. (3) *Wilson*  
**LATIN-AMERICAN POETRY.** A seminar in the evolution of verse forms in Latin-American literature, from the spontaneous and indigenous forms like the *popol vuh* to the freer parabolic poetry of the *modernistas*. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring, 1986.

SPANISH 403. (3) *Silveira*  
**PENINSULAR GENRES BEFORE THE XVIIIITH CENTURY.** A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall, 1986.

301 or 302 or permission of instructor. Offered: fall, 1986.

SPANISH 404. (3) *Wilson*  
**PENINSULAR GENRES OF THE MODERN AGE.** A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Illustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matate. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring, 1985.

SPANISH 407. (3) *Silveira*  
**THE NOVEL IN THE GOLDEN AGE.** This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall, 1984.

SPANISH 408. (3) *Silveira*  
**THEATER OF THE GOLDEN AGE.** The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderon, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring, 1987.



## PHILOSOPHY

### *Associate Professors Iverson, Schrag*

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 12 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

**PHILOSOPHY 201. (3)** *Iverson*  
**LOGIC.** An introduction to the skills and practice of critical reasoning which includes argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

**PHILOSOPHY 202. (3)** *Schrag*  
**PROBLEMS OF PHILOSOPHY.** An introduction to philosophical thinking and argument by consideration of some specific philosophical problems such as free will, the existence of God, the independence of minds and brains, the nature of empirical knowledge and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

**PHILOSOPHY 301-302. (3-3)** *301: Iverson*  
*302: Schrag*  
**HISTORY OF PHILOSOPHY.** A study of the major thinkers of Western thought from the Greeks to the nineteenth century, with attention given to their cultural context. First semester: classical and medieval; Second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

**PHILOSOPHY 303. (3)** *Schrag*  
**CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION.** A survey of the major 20th century American and British philosophers. Prerequisite: Philosophy 302. Not offered in 1983-84.

**PHILOSOPHY 304. (3)** *Schrag*  
**ETHICS.** A consideration of moral justification and the principal ethical theories and their application to some specific moral problems such as drug use, sexual morality, abortion, discrimination, violence, and business ethics (problems will vary with the semester). Prerequisite: none; not open to freshmen. Offered: fall semester.

**PHILOSOPHY 306. (3)** *Schrag*  
**SOCIAL PHILOSOPHY.** An examination of the criteria for formulating and evaluating social institutions and policies; analysis of central concepts such as rights, property, justice, equality

and the public good; social problems such as enforcement of morals, distribution of wealth, values of a business society. Prerequisite: Philosophy 304 strongly recommended. Offered: spring semester.

**PHILOSOPHY 307. (3)** *Iverson*  
**PHILOSOPHY OF RELIGION.** A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy or Religion courses. Offered: fall semester.

**PHILOSOPHY 308. (3)** *Iverson*  
**CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY.** A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

**PHILOSOPHY 310. (3)** *Staff*  
**ETHICS OF HEALTH CARE.** This course will deal with certain normative ethical and social issues in health care. The course will involve the application of philosophical analysis and value theory to issues of public policy such as the allocation of medical resources and the nature of health-care delivery systems and also to specific ethical issues such as human experimentation, behavior-control, abortion, and euthanasia. Prerequisite: Philosophy 302 or 304. Offered: fall semester.

**PHILOSOPHY 312. (3)** *Staff*  
**PHILOSOPHY OF SCIENCE.** A consideration of the aims, methods, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: consent of the instructor. Offered: on sufficient demand.

**PHILOSOPHY 380. (3)** *Iverson*  
**MARX AND MARXIST HUMANISM.** A survey of some of the basic developments in the philosophical and humanistic ideas in the Marxist tradition. Prerequisite: 3 hours of Philosophy or Political Science. Offered: spring semester of odd years.



## PHYSICAL EDUCATION

No hours of credit in Physical Education are allowed toward the satisfaction of the 120 hours required for a degree.

**PHYSICAL EDUCATION 301. (2)** *Messick*  
**PREVENTION AND CARE OF ATHLETIC INJURIES.** A general study of prevention, emergency care, treatment and rehabilitation of athletic injuries. Laboratory experience in taping, wrapping, and treatment. Scientific basis of conditioning, training, as well as psychogenic factors involved in athletics and sports medicine will be studied. Students will be required to gain 20 hours of practical laboratory experience either assisting the Head Trainer in the training room or at selected varsity practice sessions. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

**PHYSICAL EDUCATION 302. (2)** *Chassey*  
**TECHNIQUES OF COACHING.** A comprehensive study of principles, theory, methods, and techniques of coaching, officiating, and administering organized sports programs. Emphasis is given to basketball, baseball, football, golf, lacrosse, soccer, tennis, and wrestling. Attendance at selected varsity practice sessions and games is required. Elective for sophomores, juniors, and seniors. Prerequisite: none. Offered: each semester.

## PHYSICS

*Professors Beard, Joyner, Mayo; Associate Professor Kiess*

The requirements for a major in physics are a minimum of 33 hours in physics, including Physics 351, 352, and at least three additional courses in physics at the 200 or 300 level. Mathematics 101-102 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should take Physics 201, 202, 301, 302, 303, 304, 401, 402.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should take 103, 104, 211, 213, 215, 261, 304.

**PHYSICS 103. (3)** *Beard*  
**BASIC DIGITAL ELECTRONICS.** A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

**PHYSICS 104. (3)** *Beard*  
**BASIC LINEAR ELECTRONICS.** A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on demand.

**PHYSICS 105. (3)** *Mayo*  
**MODERN ASTRONOMY.** An examination of topics selected from modern astronomy. Most selections will deal with objects located outside the solar system. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 145. Offered: fall semester.

**PHYSICS 106. (3)** *Mayo*  
**THE DESCRIPTION AND EXPLANATION OF MOTION.** An historical study of the development of the modern understanding of motion beginning with the earliest attempts to describe and explain the motion of celestial objects. Time will be spent considering the nature of the assumptions made and the methods used as well as the nature of the results obtained during this development. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 146. Offered: spring semester.

**PHYSICS 107. (3)** *Beard*  
**PHYSICS OF SOUND AND WAVE MOTION.** A laboratory-based study of sound and wave motion. Topics include the origin, transmission, and perception of pure tones, complex tones, and musical sound. Emphasis is placed on laboratory investigations employing the microcomputer, synthesizer, and other elec-



tronic instruments. Prerequisite: none. Corequisite: Physics 147. Offered: spring semester.

**PHYSICS 108. (4)** *Kiess*  
**METEOROLOGY.** An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Offered: fall semester.

**PHYSICS 110. (3)** *Joyner*  
**ENERGY AND POWER.** A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: fall semester.

**PHYSICS 111-112. (3-3)** *Staff*  
**GENERAL PHYSICS.** A survey of classical and modern physics. This sequence is open to all qualified students, and it is recommended for those majoring in science and for those who plan to apply to medical school. (Those majoring in mathematics or natural science should note also the course description under Physics 121-122.) Prerequisite: Mathematical facility at the level of successful completion of Mathematics 100. Corequisite: Physics 151-152. Offered: 111 in the fall semester; 112 in the spring semester.

**PHYSICS 121-122. (1-1)** *Staff*  
**PROBLEMS IN GENERAL PHYSICS.** A study of selected topics in general physics. Offered: 121 in the fall semester; 122 in the spring semester.

**PHYSICS 143. (1)** *Beard*  
**LABORATORY.** Accompanies Physics 103. Prerequisite: none. Corequisite: Physics 103. Offered: fall semester.

**PHYSICS 144. (1)** *Beard*  
**LABORATORY.** Accompanies Physics 104. Prerequisite: none. Corequisite: Physics 104. Offered: on demand.

**PHYSICS 145. (1)** *Mayo*  
**ASTRONOMY LABORATORY.** Includes exercises requiring the identification of stars and constellations as well as the observation of astronomical objects with a telescope. Corequisite: Physics 105. Offered: fall semester.

**PHYSICS 146. (1)** *Mayo*  
**MOTION LABORATORY.** Exercises designed to give first-hand experience with the mode of

investigation and the questions under investigation at each stage in the developing understanding of motion. Emphasis is placed on the modern concern with obtaining quantitative information of known precision. Corequisite: Physics 106. Offered: spring semester.

**PHYSICS 147. (1)** *Beard*  
**LABORATORY.** Accompanies Physics 107. Prerequisite: none. Corequisite: Physics 107. Offered: spring semester.

**PHYSICS 150. (1)** *Joyner*  
**LABORATORY.** Accompanies Physics 110. Prerequisite: none. Corequisite: Physics 110. Offered: fall semester.

**PHYSICS 151-152. (1-1)** *Joyner, Kiess*  
**GENERAL PHYSICS LABORATORY.** An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Prerequisite: none. Corequisite: Physics 111-112. Offered: 151 in the fall semester; 152 in the spring semester.

**PHYSICS 201. (3)** *Kiess, Mayo*  
**MECHANICS.** Particle dynamics is treated with particular emphasis on harmonic motion, motion in a central force field, and the two body problem. Prerequisite: Physics 111. Offered: fall semester.

**PHYSICS 202. (3)** *Joyner*  
**ELECTRICITY AND MAGNETISM.** A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations. Prerequisites: Physics 112 and 201. Offered: spring semester.

**PHYSICS 211. (4)** *Mayo*  
**COMPUTER-BASED PHYSICS.** A quantitative study of the motion of several of the following: projectiles, satellites, waves, sound, and heat. Prerequisite: Mathematics 101 and 102, Physics 111, and a working knowledge of one programming language. Offered: spring semester.

**PHYSICS 213. (3)** *Joyner*  
**RADIATION PHYSICS.** A study of nuclear physics, radioactivity, tracer techniques, medical and biological effects of radiation, and radiation instrumentation. Two lectures and one morning lab. Prerequisite: none. Offered: on demand.

**PHYSICS 215. (3)** *Joyner*  
**PRINCIPLES OF ELECTRONIC INSTRUMENTATION.** A study of the basic principles



of operation of electronic instruments. Prerequisite: none. Corequisite: Physics 261. Offered: spring semester.

PHYSICS 261. (1) *Joyner*  
*BASIC ELECTRONICS LABORATORY.* Accompanies Physics 215. Prerequisite: none. Corequisite: Physics 215.

PHYSICS 301-302. (3-3) *Mayo*  
*MODERN PHYSICS.* The physical foundations of the quantum theory are studied. Schrodinger's equation is introduced and used to analyze elementary aspects of the atomic nucleus and the solid state. Prerequisites: Mathematics 201-202; Physics 201-202. Offered: 301 in the fall semester of odd years; 302 in the spring semester of even years.

PHYSICS 303. (3) *Kiess*  
*THERMODYNAMICS AND STATISTICAL PHYSICS.* An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: none. Offered: fall semester.

PHYSICS 304. (3) *Kiess*  
*WAVE PROPERTIES AND OPTICS.* Geometrical and physical optics. Prerequisite: none. Offered: spring semester.

PHYSICS 351-352. *Staff*  
*ADVANCED LABORATORY.* A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: none. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 401-402. (3-3) *Mayo*  
*THEORETICAL PHYSICS.* Selected topics investigated in depth using sophisticated mathematical techniques; mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 201-202 and consent of instructor; Mathematics 201-202. Offered: 401 in the fall semester of even years; 402 in the spring semester of odd years.

## POLITICAL SCIENCE

*Associate Professors Goldberg\*, Marion<sup>†</sup>; Assistant Professor Barrus; Visiting Assistant Professors Poelvoorde, Pontuso; Adjunct Professor S. Wilson*

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, eighteen to include Political Science 101, 200, 205, 410, 430, and either 310, 311, or 312. Students majoring in political science are encouraged to take at least six hours of American or European history as well as course work in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students who declare a major in political science in the Spring, 1980, or thereafter, are governed by the new major requirements while students who entered the department prior to that date may elect to be governed by either the preceding or the new departmental requirements.

POLITICAL SCIENCE 101. (3) *Goldberg, Marion*

*INTRODUCTION TO AMERICAN GOVERNMENT.* This is a study of the theory and practice of national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) *Marion*  
*PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME.* This course examines the enduring problems and issues which reflect and illuminate the distinctive character of the American regime. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and American politics, representation, and the effects of the commercial spirit on the regime. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 200. (3) *Staff*  
*INTRODUCTION TO COMPARATIVE GOVERNMENT.* This course will examine and compare modern regimes: liberal democratic regimes, totalitarian regimes of the left and right, and developing nations. The defining characteristics of the political institutions, processes, and ideas of each will be compared. Particular attention will be given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of instructor. Offered: spring semester.



POLITICAL SCIENCE 205-206. (3-3) *Staff*  
*INTERNATIONAL RELATIONS*. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, diplomacy, and economic relations are examined. The focus is primarily historical and theoretical. The second semester concentrates on the contemporary international system and its major problems. Prerequisite for 206: Political Science 205 or permission of instructor. Offered: 205 in the fall semester; 206 in the spring semester.

POLITICAL SCIENCE 310. (3) *Goldberg*  
*EARLY MODERN POLITICAL PHILOSOPHY*. This course is an examination of Machiavelli, Hobbes, Locke, and Rousseau. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: spring semester of even years.

POLITICAL SCIENCE 311. (3) *Goldberg*  
*MODERN POLITICAL PHILOSOPHY*. This course is an examination of political philosophy in the modern period. Emphasis is placed on Burke, Hegel, Mill, Marx, and Nietzsche. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of even years.

POLITICAL SCIENCE 312. (3) *Goldberg*  
*AMERICAN POLITICAL THOUGHT*. A survey of American political ideas and theories from the 17th century to the present, with special emphasis given to the Founding Period. Attention will be given to the writings of such thinkers as Thomas Jefferson, the Federalists, John Marshall, John C. Calhoun, Abraham Lincoln, Frederick Douglass, Oliver Wendell Holmes, Jr., Franklin Delano Roosevelt, and Felix Frankfurter. Prerequisite: none. Offered: spring semester of odd years.

POLITICAL SCIENCE 320. (3) *Barrus*  
*GOVERNMENT AND POLITICS OF WESTERN EUROPE*. This is an examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 321. (3) *Barrus*  
*MARXIST GOVERNMENT AND POLITICS*. This is an examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions,

political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and other Marxist regimes. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 322. (3) *Staff*  
*POLITICAL DEVELOPMENT*. The course analyzes the political institutions and processes of developing nations, which will be considered in the light of their socio-cultural background. Particular attention will be given to the problems of change and development in the political, social, and economic spheres. Comparisons will be made with liberal democratic and totalitarian nations. The course may stress one area, such as Southeast Asia or the Middle East, or draw examples from various regions at the discretion of the instructor. Prerequisite: Political Science 200 or permission of the instructor. Offered: spring semester of odd years.

POLITICAL SCIENCE 330. (3) *Marion*  
*INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION*. This course surveys selected themes pertaining to the principles and processes of American public administration. Topics that will be examined include the history of America public administration; the role of administrative officials in the formulation and execution of public policy; accountability and responsibility in the public sector; the politics of public budgeting; and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 331. (3) *Marion*  
*PUBLIC POLICY*. This course is an examination of the formulation and implementation of public policy. Attention will be given to the presuppositions underlying public policy formulation as well as the relationship of public policy to the fundamental principles of the regime. Various contemporary issues confronting the government will be used to illustrate how policy issues are framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 332. (3) *Goldberg*  
*THE PRESIDENCY*. This is an examination of one of the most powerful offices in the world. Attention will be given to the creation of the American presidency; its historical development; its relations with the legislature and judiciary; and an evaluation of its compatibility with democracy. Prerequisite: Political Science 101. Offered: fall semester.



POLITICAL SCIENCE 333. (3) *Goldberg*  
*THE AMERICAN LEGISLATURE*. This is an examination of the American Congress. Attention will be given to the principles which informed its creation, such as representation and bicameralism, to the legislature's relations with the other two branches of government, and to the contemporary workings of both houses of Congress. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 340. (3) *Barrus*  
*AMERICAN FOREIGN POLICY*. An analysis of the national interest, national objectives, and role of the United States in the international community. Included is a study of the decision-making process, the role of the executive and legislative branches in the formulation and implementation of foreign policy, and the diplomacy of the United States. Prerequisite: Political Science 101 or 205; or permission of the instructor. Offered: spring semester of even years.

POLITICAL SCIENCE 410. (3) *Goldberg*  
*CLASSICAL POLITICAL PHILOSOPHY*. This course is an examination of Plato and Aristotle and of the classical tradition of political philosophy up to the Middle Ages. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of odd years.

POLITICAL SCIENCE 430-431. (3-3) *Marion*  
*AMERICAN CONSTITUTIONAL LAW*. This course examines the meaning of the American Constitution and its development through judicial interpretation. The first semester considers the nature of the judicial process, the extent of national power, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3) *Staff*  
*INTERNATIONAL LAW AND ORGANIZATION*. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: on sufficient demand.

POLITICAL SCIENCE 441. (3) *Staff*  
*SEMINAR IN INTERNATIONAL RELATIONS*. An intense examination of critical

problems in international relations. Students will engage in a research project. Prerequisite: Political Science 205 or permission of the instructor. Offered: on sufficient demand.

POLITICAL SCIENCE 442. (3) *Wilson*  
*ISSUES OF AMERICAN NATIONAL SECURITY*. A selective analysis of foreign policy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention will be given to a review of the formulation of American foreign policy and its implementation. Consideration will also be given to responses to American foreign policy by other nation states. Offered: spring semester.



## PSYCHOLOGY

**Professors Ortner, Simes; Associate Professor DeWolfe; Assistant Professors Harrell, Herdegen**

A total of thirteen courses in Psychology is required for a major. These courses must include Introduction, Quantitative Methods, Experimental I, Experimental II, Physiological Psychology, and History and Systems. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology, Biology, or Computer Science.

**PSYCHOLOGY 201. (3) Harrell, Herdegen**  
**INTRODUCTION TO PSYCHOLOGY.** This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. No prerequisites. Offered: each semester.

**PSYCHOLOGY 203. (3) Ortner**  
**QUANTITATIVE METHODS.** An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including nonparametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Prerequisite: Psychology 201 or Sociology 201. Offered: each semester.

**PSYCHOLOGY 301. (3) Herdegen**  
**EXPERIMENTAL PSYCHOLOGY I (Introduction to Experimental Psychology).** An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include: design and planning of experiments; control of variables in research; behavioral measurement; subject selection; implementation of experiments; data analysis and evaluation; presentation of research results; ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 201, 203. Offered: fall semester.

**PSYCHOLOGY 302. (3) Herdegen**  
**EXPERIMENTAL PSYCHOLOGY II (Advanced Experimental Psychology).** This course is the logical successor to Psychology 301 and will involve the consideration of more complex experimental research designs, measurement techniques, and data analysis procedures. An important component of this course is the design and implementation of individual and/or group research projects. Prerequisites: Psychology 201, 203, 301. Offered: spring semester.

**PSYCHOLOGY 303. (3) DeWolfe**  
**PSYCHOLOGICAL ASSESSMENT.** An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 201 and 203. Offered: spring semester.

**PSYCHOLOGY 304. (3) DeWolfe**  
**PSYCHOLOGY OF PERSONALITY.** Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches will be compared and evaluated. Prerequisite: Psychology 201. Offered: fall semester.

**PSYCHOLOGY 305. (3) Herdegen**  
**MOTIVATION.** An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 201. Offered: fall semester.

**PSYCHOLOGY 306. (3) DeWolfe**  
**SOCIAL PSYCHOLOGY.** The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 201 or Sociology 201. Offered: spring semester.

**PSYCHOLOGY 308. (3) Harrell**  
**PHYSIOLOGICAL PSYCHOLOGY.** A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Prerequisite: Psychology 201. Corequisite: Psychology 358. Recommended: Biology 101-102. Offered: each semester.



**PSYCHOLOGY 309. (3)** *Ortner*  
**ABNORMAL PSYCHOLOGY.** Description of abnormal behavior. Prerequisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

**PSYCHOLOGY 310. (3)** *Simes*  
**INDUSTRIAL PSYCHOLOGY.** Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 201. Offered: fall semester.

**PSYCHOLOGY 311. (3)** *Simes*  
**MANAGERIAL PSYCHOLOGY.** Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisites: Psychology 201, and 310 or consent of instructor. Offered: spring semester.

**PSYCHOLOGY 312. (3)** *Herdegen*  
**LEARNING.** The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 201. Offered: spring semester.

**PSYCHOLOGY 313. (3)** *Harrell*  
**SENSATION.** Major and minor sensory systems. Each sense is considered in terms of its physical stimulus, receptor system, neural structure, and psychophysical data. Basic psychophysical methods are also studied. Prerequisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

**PSYCHOLOGY 314. (3)** *DeWolfe*  
**DEVELOPMENTAL PSYCHOLOGY.** Normal development of the human individual beginning with the prenatal period with a special emphasis on childhood and adolescence. Developmental change and crises in middle life and old age will be described in less detail. Prerequisite: Psychology 201. Offered: fall semester.

**PSYCHOLOGY 358. (1)** *Harrell*  
**LABORATORY IN PHYSIOLOGICAL PSYCHOLOGY.** Laboratory exercises associated with Psychology 308. Prerequisite: Psychology 201. Corequisite: Psychology 308. Recommended: Biology 101-102.

**PSYCHOLOGY 403. (3)** *DeWolfe*  
**HISTORY AND SYSTEMS OF PSYCHOLOGY.** An exploration of the history of psychol-

ogy from its philosophical antecedents through the major schools of structuralism, functionalism, Behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists will be discussed. Prerequisites: Psychology 201 and five courses at the 300 level. Psychology 304 and 312 are especially recommended. Offered only in the fall semester.

**PSYCHOLOGY 405. (3)** *Ortner*  
**INTRODUCTION TO COUNSELING.** A survey of the major theories of counseling and psychotherapy; practice in counseling according to one method. Prerequisites: Psychology 201, 309, and consent of instructor. Offered: spring of even years.

**PSYCHOLOGY 409. (3)** *DeWolfe*  
**INTRODUCTION TO CLINICAL PSYCHOLOGY.** A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 201, 309. Offered: spring semester of even years.

**PSYCHOLOGY 410. (3)** *Staff*  
**PRACTICUM IN PSYCHOLOGY.** Students spend one day a week or two half-days working in a state hospital or similar agency under supervision. Prerequisites: Psychology 201, 309, 409, and 410. Consent of instructor is required. Offered: as staff time permits.

**SOCIOLOGY 201. (3)** *Ortner*  
**INTRODUCTORY SOCIOLOGY.** Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: each semester.

**SOCIOLOGY 302. (3)** *Ortner*  
**SOCIOLOGY OF DEVIANCE.** The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201 or consent of the instructor. Offered: fall semester of odd odd years.

**SOCIOLOGY 303. (3)** *Ortner*  
**SOCIAL STRATIFICATION.** The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester.



# SOCIOLOGY 305. (3)

Ortner

*SOCIOLOGY OF RELIGION.* A study of the relationship between religion and society. The basic principles will be illustrated by religion in traditional (*i.e.*, primitive) societies, by early Palestinian Christianity, by the Amish, the Oneida Community, the Father Divine Movement, the Shakers, Mormons, and Hutterites, and by Protestant, Catholic, and Jewish religious groups in modern America. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, will predominate.

# RELIGION

*Professors Norment, Rogers; Assistant Professor Carney*

The requirements for a major in Religion are 30 hours in Religion courses, including at least three courses in Biblical studies, one course in non-Christian religious tradition, and one course in Christian theology or ethics. At least one course must be at the 400 level. Six hours in Philosophy courses are also recommended for Religion majors; Philosophy 307 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

## RELIGION 201. (3)

Staff

*INTRODUCTION TO THE OLD TESTAMENT (THE HEBREW SCRIPTURES).* An introductory survey of Israelite origins and of the history and literature of the people of ancient Israel. Prerequisite: none. Offered: fall semester.

## RELIGION 202. (3)

Staff

*INTRODUCTION TO THE NEW TESTAMENT (THE CHRISTIAN SCRIPTURES).* An introductory survey of Christian origins and of the history and literature of the early Christian community. Prerequisite: none. Offered: spring semester.

## RELIGION 205. (3)

Carney

*INTRODUCTION TO WORLD RELIGIONS.* An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions as well as indicate the common questions that the various traditions address. The course will begin with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction, several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American traditions will be examined. Prerequisite: none. Offered: each semester.

## RELIGION 285-286.

Rogers

*TUTORIAL IN BIBLICAL HEBREW.* Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on: (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

## RELIGION 301. (3)

Rogers

*THE NATURE OF RELIGIOUS EX-*



*PERIENCE*. In every age men and women have sought to understand the mystery of birth, the origin of good and evil, the uncertainty of suffering and death. This course is designed to investigate a variety of religious beliefs and customs to determine how peoples of every age have perceived reality at the deepest levels of their existence. In the process, a variety of critical methodologies will be utilized. Prerequisite: none, but a 200-level Religion course or Western Man 101-102 is recommended. Offered: fall semester of even years.

**HISTORY 303. (3)** *Rogers*  
*JUDAISM*. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of even years.

**RELIGION 304. (3)** *Carney*  
*ISLAM*. A study of the major elements of religious life and practice in the Islamic tradition: Allah, *Qur'an*, Prophet, worship, law, theology, mysticism. Special attention will be paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: spring semester of odd years.

**RELIGION 305. (3)** *Carney*  
*RELIGIONS OF INDIA*. A study of the religions of India and the historical and cultural context in which they developed. Special attention will be paid to Vedism, Brahmanism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of odd years.

**RELIGION 306. (3)** *Carney*  
*RELIGIONS OF EAST ASIA*. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: fall semester of even years.

**RELIGION 307. (3)** *Norment*  
*RELIGION IN AMERICA*. A study of the role of religion in the development of American culture, with particular attention to distinctive Christian groups and to significant trends in American Christian thought. Prerequisite: none. Offered: spring semester.

**RELIGION 308. (3)** *Staff*  
*CONTEMPORARY CHRISTIAN THEOLOGY*. An introduction to the study of theology, with particular attention to important recent developments and the writings of major 20th century European and American theologians.

Prerequisite: Religion 202, Western Man 101-102, or permission of the instructor. Offered: intermittently, spring semester.

**RELIGION 309. (3)** *Norment*  
*CHRISTIAN ETHICS*. A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 202 is recommended. Offered: fall semester.

**RELIGION 310. (3)** *Rogers*  
*THE HEBREW PROPHETS*. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 201, Western Man 101, or permission of the instructor. Offered: spring semester of odd years.

**RELIGION 312. (3)** *Norment*  
*THEOLOGY OF PAUL*. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul — his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of even years.

**RELIGION 313. (3)** *Rogers*  
*THE SYNOPTIC TRADITION*. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark, and Luke, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of odd years.

**RELIGION 314. (3)** *Norment*  
*THE JOHANNINE TRADITION*. A study of the New Testament documents commonly associated with this tradition: the Gospel of John (the "Fourth Gospel"), the Letters of John, the Revelation (Apocalypse) of John. Principal attention will be given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 202, Western Man 102, or permission of the instructor. Offered: fall semester of odd years.



RELIGION 406. (3) *Norment*  
*CONTEMPORARY ISSUES IN CHRISTIAN ETHICS.* Intensive study of selected issues, both theoretical and practical, in the field of Christian ethics; a seminar course. Prerequisite: Religion 202, Religion 309, or permission of the instructor. Offered: intermittently, either semester, or spring short term.

RELIGION 407. (3) *Norment*  
*RELIGION AND DEATH.* A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 201, 202, or 205, or any Religion course from 301 to 314, recommended. Offered: intermittently, either semester, or spring short term.

RELIGION 408. (3) *Rogers*  
*THEOLOGY AND LITERATURE.* A consideration of the use of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

RELIGION 475. (3) *Staff*  
*SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES.* Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of the instructor). Prerequisite: Religion 202, or permission of the instructor. Offered: intermittently, either semester.

## RHETORIC

*Dean of the Faculty Poteet; Professors Martin, Simpson\*<sup>\*</sup>; Associate Professors Arieti<sup>F</sup>, Bagby, Brinkley, Farrell, Saunders\*<sup>\*</sup>; Assistant Professor Wilson; Visiting Assistant Professors Cabas, Deis, Frye, Papovich; Lecturers S. Johnson, Sowers, Stiffler, Tober*

RHETORIC 101-102. (3-3) *Staff*  
*PRINCIPLES AND PRACTICE OF GOOD WRITING.* In this course students will practice the skills they need to write well. The course will emphasize reading, editing, revising, and clear thinking and will prepare students for the Rhetoric Proficiency Examination and for other courses that demand careful reading, thinking, and writing. Prerequisites: None for Rhetoric 101. For Rhetoric 102, Rhetoric 101 or consent of the Director.



## WESTERN MAN

*Professors Norment, Rogers; Associate Professors Arieti<sup>F</sup>, Brinkley, Iverson; Assistant Professor Carney*

The Western Man program consists of courses which bridge traditional departmental divisions and which deal with issues and with areas of knowledge of general human concern. The staff is composed of members of various Humanities and Social Sciences departments.

WESTERN MAN 101-102. (3-3) *Staff*  
Western Man 101-102 is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together, and discussion sections, for which small groups meet with faculty leaders. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

\*On leave, 1984-85. F=fall semester only;  
S=spring semester only.



# Matters of Record

## DEGREES AND OTHER HONORS

*Commencement May 6, 1984*

### HONORARY DEGREES

#### DOCTOR OF DIVINITY

The Reverend Walter Kennedy

#### DOCTOR OF SCIENCE

Dr. Jonas Edward Salk

#### DOCTOR OF LETTERS

Hugh Swanson Sidey

### BACHELOR OF ARTS

Charles Elkin Agee III	Richmond, Virginia
Steven Thomas Alexander	Richmond, Virginia
David Anthony Arias	Virginia Beach, Virginia
Sutton Pelot Baldwin	Richmond, Virginia
Thomas Michael Barzizza	Memphis, Tennessee
Emerson Daniel Baugh III	Kenbridge, Virginia
Andrew Blanton	Richmond, Virginia
Willoughby Charles Blocker, Jr.	Louisville, Kentucky
Robert Hilton Bourne III	Shanghai, Virginia
Thomas Barksdale Bowling, Jr.	Washington, District of Columbia
Donald Campbell Bowman, Jr.	Columbus, Georgia
Howard Hailey Rutherford Boyd	Atlanta, Georgia
Robert Edward Brailsford	Spartanburg, South Carolina
James Brock Braithwaite	Virginia Beach, Virginia
John McDonald Burge III	Louisville, Kentucky
Thomas Chalmers Burroughs	Raleigh, North Carolina
George Ewing Buta	Salem, Ohio
Edmund McCullough Cameron III	Atlantic Beach, North Carolina
Richard Allen Chassey	Hampden-Sydney, Virginia
Thomas Franklin Clemmer III	Staunton, Virginia
Andrew Holbrook Clifford	Falls Church, Virginia
William Charles Cozart	Raleigh, North Carolina
Claiborne Watkins Craddock II	Lynchburg, Virginia
Hunter Earle Craig	Charlottesville, Virginia
Lewis Daniel Crooks III	Midlothian, Virginia
Robert Jackson Crouch	Richmond, Virginia
David Elliott Cullen, Jr.	Covington, Virginia
Jeffrey Hulme Curry	Pittsburgh, Pennsylvania
Willis Hunt Dickinson	Richmond, Virginia
Frederick Elmer Doggett, Jr.	Mechanicsville, Virginia
Robert Thomsen DuPuis, Jr.	Wytheville, Virginia
Donald Bruce Elliott, Jr.	Richmond, Virginia
William Wayne Enroughty	Ashland, Virginia



Nathanael Cameron Evans	Alexandria, Virginia
Stephen Edwin Evans	Alexandria, Virginia
Louis Donald Farina, Jr.	Charlottesville, Virginia
Todd Steevens Farrand	Norfolk, Virginia
William David Florence	Bridgewater, Virginia
Daniel Vincent Flynn, Jr.	Charlottesville, Virginia
Richard Douglas Foley	Crestview, Florida
John Happer Furr, Jr.	Norfolk, Virginia
James Graham Gamble V, <i>Summa cum laude</i>	Farmville, Virginia

*Honors in Mathematics and Computer Science*

Alan Fletcher Garrison, <i>Magna cum laude</i>	Staunton, Virginia
Alfred Hamilton Garvey, Jr.	Greensboro, North Carolina
Michael Joseph Grace	Roanoke, Virginia
Edward Jackson Green, Jr.	Mobile, Alabama
Sean David Gregg, <i>Cum laude</i>	Orange, Virginia
Frederick Thomas Griego	East Haven, Connecticut
Alan Jefferson Groh	Virginia Beach, Virginia
Gerhard Peter Gross	Madrid, Spain
Forrest Lee Hagan III	Commerce, Georgia
John Kellogg Haines	Vienna, Virginia
Peter Andrew Hardell, <i>Cum laude</i>	Blacksburg, Virginia
Philip Edwards Harper, <i>Honors in History</i>	Winchester, Virginia
Randolph Curtis Harrell	Emporia, Virginia
Joseph William Hatchett, Jr.	Sanibel Island, Florida
David Neal Heaton, <i>Summa cum laude</i>	Columbia, South Carolina
DeWitt Frederick Helm III	Washington, District of Columbia
Peter Arrell Browne Hoblitzell III	Owings Mills, Maryland
Edmund John Hopper	Amman, Jordan
Brian Lee Howell	Richmond, Virginia
James Sager Howell	Suffolk, Virginia
William Alexander Hudgins	Norfolk, Virginia
William Travis Hurt, Jr.	Norfolk, Virginia
Brian Preston Jeter	Midlothian, Virginia
Garrett Chapman Jeter, <i>Magna cum laude</i>	McLean, Virginia

*Honors in Classics*

Jonathan Scott Johnson	Lutherville, Maryland
Kyle McWhorter Johnson	Blacksburg, Virginia
Richard Lake Johnson	Newport News, Virginia
William Bryan Jones	Memphis, Tennessee
Peter George Kanelos	Williamsburg, Virginia
David Francis King, Jr.	Fredericksburg, Virginia
William Davis Lawley, Jr.	Pepper Pike, Ohio
Dennis William Lee	South Harwich, Massachusetts
Lynwood Wayne Lewis, Jr.	Parksley, Virginia
William Edgar Linden III	Herndon, Virginia
Michael James Marousek	Alexandria, Virginia
Robert Preston Martin	Roanoke, Virginia
Marshall Edwin McCall, Jr.	Lexington, Virginia
Robert Mathew McGhee	Richmond, Virginia
John Goode McJunkin, <i>Summa cum laude</i>	Kingsport, Tennessee
Michael John McKeever	Baltimore, Maryland
Jeffrey Michael Mencini	Virginia Beach, Virginia
Joseph Henry Metzger III	Richmond, Virginia
Michael Landon Moles	Waynesboro, Virginia
James Francis Moseley, Jr.	Jacksonville, Florida
Robert Christopher Nelson	Virginia Beach, Virginia
Alexander Alan Nolan	Roanoke, Virginia
Troy Walker Nottingham, <i>Cum laude</i>	Cape Charles, Virginia
Philip Edward Paulette	Appomattox, Virginia



Brian Walter Peabody .....	Grosse Pointe, Michigan
Nathanael Kevin Pendley, <i>Cum laude</i> .....	Madisonville, Kentucky
Robert Jeffrey Peterson .....	Chester, Virginia
Paul George Pierpaoli .....	Richmond, Virginia
Virginus Sebrell Pittman II .....	Louisville, Kentucky
Stephen Leonard Plunkert .....	Baltimore, Maryland
Joseph Gilmore Pontius .....	Lancaster, Pennsylvania
Thomas Nathaniel Pratt .....	Beaufort, South Carolina
Brian William Pruitt .....	Onley, Virginia
Richard Ellsworth Redding, Jr., <i>Cum laude</i> .....	Venice, Florida
Thomas Stephen Richards .....	Lynchburg, Virginia
Jeffrey Reese Richardson .....	Virginia Beach, Virginia
George Amory Roach .....	Danville, Virginia
Lucien Wood Roberts III .....	South Boston, Virginia
Charles Arthur Roest .....	Richmond, Virginia
Theophilus Feild Russell .....	Norfolk, Virginia
Craig Andrew Schiffert .....	Nutley, New Jersey
Harold Bremer Scoggins III .....	Annandale, Virginia
Samuel Barron Segar III .....	Norfolk, Virginia
Keith Brian Slatum .....	Virginia Beach, Virginia
Robert Mark Slaydon .....	Roanoke, Virginia
Glenn Daniel Smith .....	Randolph, New Jersey
Lawrence Norfleet Smith, Jr. ....	Suffolk, Virginia
Christopher Forrest Snead .....	Richmond, Virginia
Arthur Harrison Sperry .....	Woodbridge, Connecticut
John Edward Spinnenweber .....	Manalapan, Florida
Ward William Stevens III .....	Roanoke, Virginia
Frederick Nash Strudwick II .....	Baltimore, Maryland
John Scott Thomas .....	Newton, Pennsylvania
Raymond Hudgins Thompson .....	Alexandria, Virginia
Triplett Knight Thompson .....	Richmond, Virginia
William Blackwell Trevillian III .....	Charlottesville, Virginia
Frederik Beelaerts Van Blokland .....	Den Haag, The Netherlands
Adam Alexander Waldron .....	Chadds Ford, Pennsylvania
John Luke Walker .....	Washington, District of Columbia
John Meredith Wallace .....	Virginia Beach, Virginia
Otway Byrd Wallace .....	Richmond, Virginia
Alexander Hopper Ware .....	Richmond, Virginia
Harry Hathaway Warner, Jr. ....	Lexington, Virginia
Steven Harris Warren .....	Richmond, Virginia
Thomas Underwood Warren .....	Mobile, Alabama
David Hampton White, Jr. ....	Lynchburg, Virginia
Tracy Lee Whitley .....	Chesapeake, Virginia
Richard Thurston Williams .....	Middleburg, Virginia
Armistead Churchill Young IV .....	Richmond, Virginia

### **BACHELOR OF ARTS, HONORARY**

Jeffrey Neville Friend, *deceased* .....

Mobile, Alabama

### **BACHELOR OF SCIENCE**

Thomas Randall Blanchard .....	Williamsburg, Virginia
Howard Lance Boyd .....	Zimbabwe, Africa
John Conway Callahan .....	Sterling, Virginia
Donald Wayne Clary, <i>Magna cum laude</i> .....	Chase City, Virginia
John Curtis Dickinson, <i>Magna cum laude</i> .....	Fredericksburg, Virginia
Robert Wilkins Given .....	Norfolk, Virginia
Michael David Hodges .....	Norfolk, Virginia



James Blackford Higgs	Staunton, Virginia
Rune Joar Hofsløkken	Elverum, Norway
Robert Bradford Houska, <i>Magna cum laude</i>	Blacksburg, Virginia
Lawrence Overton Jonak	Norfolk, Virginia
David Fitzgerald Jones, <i>Cum laude</i>	Townsend, Virginia
Richard Allen Lanham, Jr., <i>Magna cum laude</i>	Baltimore, Maryland
Mario Rene Llaneras, <i>Magna cum laude</i>	Fairfax, Virginia

#### *Honors in Biology*

Eng Kuan Loh	Penang, Malaysia
Charles Thomas Lovelace	South Boston, Virginia
Kenton Lee Mackey, <i>Magna cum laude</i>	Waynesboro, Virginia
Ann Burgess Mayo	Hampden-Sydney, Virginia
Bruce Wayne Overton	Mechanicsville, Virginia
Lawrence Kisong Park	Northeast, Maryland
Stephen Frederick Parsons	Winston-Salem, North Carolina
Frank Stanton Powell, <i>Cum laude</i>	Newnan, Georgia
Michael Amedeo Prizzi	Baldwin, Maryland
Thomas Jackson Robertson, Jr., <i>Summa cum laude</i>	Suffolk, Virginia
Francis Dennis Rosenberger II	Springfield, Virginia
Andrew Roberts Sager, <i>Magna cum laude</i>	Danville, Virginia
Perry Aaron Sebreny, Jr.	Alexandria, Virginia
Dwayne Everette Stratton	Richmond, Virginia
Wallace Clements Tarry, <i>Magna cum laude</i>	Oxford, North Carolina
Eric William Uhtenwoldt	Dickson, Tennessee
David Lynn Valentine	Virginia Beach, Virginia

### **COMMISSIONING OF OFFICERS** *of the Army of the United States*

Andrew Blanton  
Harry Hathaway Warner, Jr.  
Thomas Underwood Warren



## TROPHIES AND AWARDS PRESENTED AT GRADUATION

### THE GAMMON CUP

Given annually in memory of Dr. Edgar G. Gammon, pastor of College Church 1917-1923 and President of the College 1939-1955, to the member of the graduating class who has best served the College. Character, scholarship, and athletic ability are considered.

1984 Recipients: David Fitzgerald Jones '84  
Dennis William Lee '84

### THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. One recipient of this award is a member of the graduating class who has distinguished himself for excellence of character and generous service to his fellows. The other recipient chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1984 Recipients: Donald Wayne Clary '84  
Mrs. John B. Henneman

### THE ANNA CARRINGTON HARRISON AWARD

Given annually, in memory of his mother, through the generosity of Mr. Fred N. Harrison of Richmond, Virginia, to the junior or senior who has shown the most constructive leadership during the school year.

1984 Recipients: John Goode McJunkin '84  
Lynwood Wayne Lewis, Jr. '84

### THE CABELL AWARD

Given to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1984 Recipient: Dr. David E. Marion

### THE ROBERT THRUSTON HUBARD, JR., AWARD

Given annually in memory of Robert Thruston Hubbard, Jr., a member of the class of 1935 and a

professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1984 Recipient: R. Stephen Messick

### THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the faculty, administration, or College staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and the community.

1984 Recipient: The late Dr. T. Edward Crawley

### THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given for distinguished original research and scholarship in any field of study. This award was established by Dr. Samuel S. Jones, Class of 1943.

1984 Recipient: Mario Rene Llaneras '84



### *PHI BETA KAPPA*

Sutton Pelot Baldwin '84  
Michael Robert Boudreau '85  
Gregory Alan Brandt '85  
Bradley Henry Cary '85  
Donald Wayne Clary '84  
John Kirby Evett '85  
James Graham Gamble V '84  
Alan Fletcher Garrison '84  
David Neal Heaton '84  
Robert Bradford Houska '84  
Joel Collier Hutcheson '85  
Garrett Chapman Jeter '84  
Richard Allen Lanham, Jr. '84  
Mario Rene Llaneras '84  
John Goode McJunkin '84  
Kenton Lee Mackey '84  
Thomas Jackson Robertson, Jr. '84  
Andrew Roberts Sager '84  
James Demarest Secor III '85  
Wallace Clements Tarry '84

### *OMICRON DELTA KAPPA*

Sutton Pelot Baldwin '84  
Michael Robert Boudreau '85  
Donald Wayne Clary '84  
John Curtis Dickinson '84  
James Graham Gamble V '84  
Sean David Gregg '84  
David Neal Heaton '84  
Brian Anthony Hoey '85  
Robert Bradford Houska '84  
Joel Collier Hutcheson '85  
David Fitzgerald Jones '84  
Richard Allen Lanham, Jr. '84  
Dennis William Lee '84  
Mario Rene Llaneras '84  
John Goode McJunkin '84  
Troy Walker Nottingham '84  
Thomas Jackson Robertson, Jr. '84  
Andrew Roberts Sager '84  
Arthur Harrison Sperry '84  
Wallace Clements Tarry '84  
John David Walker '85



## **MERIT SCHOLARS**

### **1984-85**

#### **ALLAN SCHOLARS**

Patrick Kevin Anonick  
Drew K. Baker  
Brett L. Bordelon  
Michael Robert Boudreau  
Gregory Alan Brandt  
Bruce Darren Burns  
Bradley Henry Cary  
Charles Paul Chalmers  
Timothy C. Eller  
Mark Nathan Hinckley  
Joel Collier Hutcheson  
David Paul McEnderfer  
Kenneth Gardner Pankey, Jr.  
Ronald W. Pfeil  
Michael Steven Quesenberry  
John Robert Rice  
Hugo F. Rodriguez  
David Banks Simmons  
Joseph Bradley Terry  
Mark J. Wheaton  
William James Young

#### **PATRICK HENRY SCHOLARS**

Alton Ervin Bryant III  
Wray C. Broughton  
Joseph Nicholas Jackson  
John Harris Kellam  
Mark Allen Lasyone  
Edward W. Lyons  
Michael F. McIntyre  
Daniel Lee Newell  
Christopher Michael Nicklo  
Henry R. Pollard  
John W. Pollock  
Peter Robert Quarles  
John Banks Sewell  
Timothy Propus Veith  
Jon Randolph Waite  
Mark Andrew Wheeler  
Curtis T. Williford  
Carroll Glenn Wise  
Robert H. Zipperer

#### **VENABLE SCHOLARS**

Steven Brad Arington  
David Wallace Blankenship  
John R. Caruso  
Robert K. Citrone  
John Kirby Evett  
Elmore Scott Hall  
William Leonard Hilton  
Mark Andrew Hodges  
Harlan L. Horton  
C. Patrick Howard  
Maurice Antonia Jones  
Scott T. Miller  
Nobutane Orita  
Allan Albert Sanders  
Delbert O. Thomas  
William Louis Usnik  
John David Walker  
Alton Russell Watson  
Frank Lee Wheeler  
Macon M. Whitson

#### **LEADERSHIP AWARDS**

Christopher R. Ellinghaus  
Andrew T. Gray  
David Clayton Kelly  
Gary Loren Kessler  
Edgar Harris McGee  
John Robert McGhee, Jr.  
Frank Bradley Pyott  
Matthew W. Robertson III  
Kevin Robinson  
James Demarest Secor III  
B. Ross Spain



## FRESHMEN

Adams, William Stanford, Jr.	South Boston, Virginia
Allocca, Kevin Michael	Richmond, Virginia
Alvarez, Stephen Lawrence	Sewanee, Tennessee
Ambrose, Jeffrey F.	Virginia Beach, Virginia
Antrim, Brent Howard	Lutherville, Maryland
Arnall, Wilkins Kirby	Newnan, Georgia
Arrington, Charles J. III	Courtland, Virginia
Artz, Peyton Wesley	Richmond, Virginia
Ashman, Timothy Edward	Virginia Beach, Virginia
Austin, Matthew M.	Stamford, Connecticut
Baker, K. Drew	Vienna, Virginia
Baker, Richard Lynn	Louisville, Kentucky
Baker, William Edmond, Jr.	Richmond, Virginia
Banning, James Leonard	Hyattsville, Maryland
Barber, William Hudson	Chesapeake, Virginia
Barnes, Joseph F. III	Jarratt, Virginia
Barousse, Clark Mayo	New Orleans, Louisiana
Barr, William Ewell	Danville, Virginia
Black, Timothy Wilson	Bedford, Virginia
Blackwell, David Keith	Kenbridge, Virginia
Bordelon, Brett L.	Meraux, Louisiana
Bowers, Stewart Morgan	San Francisco, California
Boydoh, Robert Eugene, Jr.	Granville, Ohio
Boyer, John Houston	Lakeland, Florida
Breeden, Lucius Holland	Norfolk, Virginia
Brennan, James Joseph	Lighthouse Point, Florida
Brickey, James Allan	Manakin Sabot, Virginia
Bridges, Joseph Herbert	Sharpsburg, Georgia
Brinter, John Jeffrey	Queenstown, Maryland
Brown, Churchill Perkins III	Greensboro, North Carolina
Brown, David Christopher	Raleigh, North Carolina
Bryant, Frederick William	Richmond, Virginia
Bunch, William Daniel	Chase City, Virginia
Caldwell, William Rodrick	Appomattox, Virginia
Campbell, Allen Barry, Jr.	Asheville, North Carolina
Campbell, Courtney Willis	Fairfield, Virginia
Carr, Frank D.	Sandston, Virginia
Carr, Timothy Andrew	Louisville, Kentucky
Carter, Andrew Stewart Estes	Arlington, Virginia
Cartledge, George B.	Roanoke, Virginia
Chase, Robert Joseph	Quincy, Massachusetts
Cheshire, Robert Edward IV	St. Simons Island, Georgia
Citrone, Robert Kenneth	York, Pennsylvania
Clark, Hollins Peel	Wilson, North Carolina
Clarkson, Joseph A.	Sandston, Virginia
Coleman, Ashby Walker	Midlothian, Virginia
Couch, Robert Jennings	Nottoway, Virginia
Cox, Stuart Shelby	Decatur, Ohio
Cranton, John A.	Troutdale, Virginia
Crutchfield, Firmadge W.	Annandale, Virginia
Curlee, Clifford Andrew	Richmond, Virginia
Currence, John McDonald	New Orleans, Louisiana
Dauer, Robert E., Jr.	Pittsburgh, Pennsylvania
Davis, Neal Gardner	Vienna, Virginia
Davis, Richard Waters, Jr.	Radford, Virginia
Dawkins, Sean Mitchell	New York, New York
Dawson, James Christopher	Glen Allen, Virginia
Dellinger, Wesley Eugene	Woodstock, Virginia
Diggs, James David	Gloucester Point, Virginia
Dinsmore, John Tyler	Morgantown, West Virginia
Dougherty, Daniel Theodore, Jr.	Midlothian, Virginia
Driscoll, Sean	Hastings-on-Hudson, New York
Duckworth, Douglas C.	Chase City, Virginia
Dutro, John Webster	Williamsburg, Virginia
Eggleston, Richard Watson	Lovington, Virginia
Elder, Tom	Cullen, Virginia
Eldred, Marshall Polk III	Louisville, Kentucky
Eller, Timothy Coite	Abbottstown, Pennsylvania
Ellis, Ralph Williams	Hollywood, Florida
Emmet, Grenville Temple IV	Leesburg, Virginia
Fader, Mark James	Timonium, Maryland



Fahy, George Edward III	Madison, Connecticut
Farmer, Paul Leyton	Chase City, Virginia
Fenice, John V.	Deer Park, New York
Firing, Dean Lloyd	Roanoke, Virginia
FitzGerald, Joseph John	McLean, Virginia
Flory, John Ditman	Harrisonburg, Virginia
Fobbs, Willie III	Richmond, Virginia
Fortenberry, James Lawrence	New Orleans, Louisiana
Frazier, Christopher	Washington, D.C.
Friedly, Erik Michael	Marietta, Georgia
Frigon, Vaughn Arthur	Alexandria, Virginia
Futch, Jeffrey Butler	St. Simons Island, Georgia
Gates, Thomas Bass	Chesterfield, Virginia
Geho, Harrison Moncure	Richmond, Virginia
Gibson, Jeffrey William	Alexandria, Virginia
Goode, William Bagwell IV	Richmond, Virginia
Gore, Daniel Taylor	Midlothian, Virginia
Gray, Andrew Todd	Vinton, Virginia
Grieves, Bret S.	Virginia Beach, Virginia
Grubbs, Christopher Martin	Richmond, Virginia
Hall, John Michael Scott	Hampden-Sydney, Virginia
Hamady, Michael Geoffrey	McLean, Virginia
Hamaker, William David	Midlothian, Virginia
Harrison, Thomas Randall	Beford, Virginia
Haskins, George Thomas	Ware Neck, Virginia
Healey, Thomas Patrick	Houston, Texas
Heflin, Phillip McChouchie	Fredericksburg, Virginia
Heiberg, James Lewis	Alexandria, Virginia
Hilton, Richard Eric	Rockville, Maryland
Hobbs, David Whitehead	Pittsburgh, Pennsylvania
Hoblitzell, Thomas Bartlett	Owings Mills, Maryland
Hodges, Samuel Luke	Lexington, Kentucky
Hoey, Gregory S.	Baltimore, Maryland
Holden, John Matthew	McLean, Virginia
Hope, Richard Keith	Norfolk, Virginia
Horner, Irvin G., Jr.	Moseley, Virginia
Huff, Wallace Lee	Blacksburg, Virginia
Hughes, William Leggette	Durham, North Carolina
Hylton, John Bradley	Pulaski, Virginia
Jackson, James Brian	Carriere, Missouri
Jackson, Richard Alan	Richmond, Virginia
Jackson, Robert Hunter	Lexington, Kentucky
Jacobson, Steven E.	Leesburg, Virginia
Jalenak, Jay Morton, Jr.	Metairie, Louisiana
James, W. Borden	Hampton, Virginia
Johnson, Christopher Todd	Covington, Virginia
Johnson, Jeffrey E.	Abingdon, Virginia
Johnson, Stephen S.	Richmond, Virginia
Jonas, James Evans	Charlotte, North Carolina
Jones, Elwood Marston	Salisbury, Maryland
Jones, Richard Todd	Falls Church, Virginia
Jones, Roy Edward	Annandale, Virginia
Jordan, Timothy K.	Fairfax Station, Virginia
Julien, George William, Jr.	Pepper Pike, Ohio
Kane, Patrick Brian	Midlothian, Virginia
Kauffman, James Timothy	Charlottesville, Virginia
Kelson, Ross D.	Shawnee Mission, Kansas
Keyser, Brian David	Burke, Virginia
Kines, William Bryan	Ponte Vedra Beach, Florida
King, James William, Jr.	Burkeville, Virginia
Kirchmier, Patrick Howard	Richmond, Virginia
Kirkpatrick, Carl Kimmel III	Kingsport, Tennessee
Kline, Robert Pater	New Cumberland, Pennsylvania
Kowalski, Keith Thomas	Stratford, Connecticut
Kurtz, Richard E.	Berwyn, Pennsylvania
LaChapelle, David John	Rapid City, South Dakota
Labar, Adam Rollat	Midlothian, Virginia
Lasyone, Mark Allen	Chesapeake, Virginia
Layton, Samuel G. III	Charlotte, North Carolina
Lazarus, Mark David	Hampton, Virginia
Lebman, Andrew Redis	San Antonio, Texas
Lee, Jeffrey Eric	Keller, Virginia
Lee, Jerry Dean	Richmond, Virginia



Lee, John L.	Norfolk, Virginia
Liddon, James Flint	Huntsville, Alabama
Lowrey, John Forest	Lewisville, North Carolina
Lucas, Wayne Burton	Acton, Massachusetts
Luck, Paul Vincent	Cheasapeake, Virginia
Lyster, Michael David	Farmington, Virginia
Mairs, Jefferson Allan	Longwood, Florida
Massie, Frank Dragos	Waverly, Virginia
McArdle, Robert F., Jr.	Richmond, Virginia
McCabe, Michael Lawrence	Charlottesville, Virginia
McCarthy, Richard IV	New Orleans, Louisiana
McCloskey, Jeffrey Mitchell	Westminster, Maryland
McCombs, John Tarlton	Virginia Beach, Virginia
McGarry, Christopher Robert	Roanoke, Virginia
McGinn, Michael Allen	High Point, North Carolina
McIntyre, Michael Francis	Spartanburg, South Carolina
McMullen, Edward T.	Belle Terre, New York
Messinger, Barry Lee	Middletown, Delaware
Meyer, Kenneth Davis	Chesterfield, Virginia
Miller, Douglas Andrew	Richmond, Virginia
Miller, Scott Thomas	Warrenton, Virginia
Mooney, Joseph White	Houston, Texas
Moore, James Michael	Mechanicsburg, Pennsylvania
Moore, Samuel J. T. III	Richmond, Virginia
Moran, Mark Lawrence	Anderson, South Carolina
Morgan, Eugene Lombard, Jr.	Gloucester, Virginia
Morgan, Patrick Taylor	Shaker Heights, Ohio
Morris, Griffith James	Norcross, Georgia
Munn, William Berry	Richmond, Virginia
Neal, Michael E.	Arlington, Virginia
Noe, Joseph Peter	Virginia Beach, Virginia
O'Brien, Martin James III	Roanoke, Virginia
O'Dell, Charles Dee	Oxford, Missouri
Parks, John Michael	Fredericksburg, Virginia
Parrish, Thomas McCreagh	Richmond, Virginia
Partin, Robert Joseph	Stafford, Virginia
Patterson, Wesley Scott	Roanoke, Virginia
Peake, John Warren	Newport News, Virginia
Philbrick, Robert Emmons	Lynchburg, Virginia
Pickford, John Payne, Jr.	Lynchburg, Virginia
Plaster, Robert Spencer, Jr.	Chatham, Virginia
Poe, Christopher Conley	Virginia Beach, Virginia
Pollock, John Wellington	Norfolk, Virginia
Potter, Edward Andrew	Goldsboro, North Carolina
Prince, Marius Duvall, Jr.	McLean, Virginia
Proctor, Samuel Stephen	Richmond, Virginia
Pruitt, Alan Wyatt	Onley, Virginia
Pullum, Robert Anderson	Camden, South Carolina
Putt, Caperton Davenport	Lynchburg, Virginia
Rabshevsky, Alexander George	Kensington, Maryland
Ramsey, William Ernest	Charlottesville, Virginia
Rath, George D.	Lynchburg, Virginia
Ray, Charles Peyton III	Louisville, Kentucky
Reed, John Everett	New Orleans, Louisiana
Reed, Spencer Todd	Norfolk, Virginia
Reilly, Christopher Joseph	Charlottesville, Virginia
Reynolds, Charles Henderson	Rutherfordton, North Carolina
Rich, Willie M.	Farmville, Virginia
Roberts, John Jeffery	Versailles, Kentucky
Robertson, Matthew Womack III	Boykins, Virginia
Robinson, John William III	Jackson, Mississippi
Robinson, Kevin Leon	Caledonia, New York
Robinson, Paul Gregory	El Paso, Texas
Rudisill, Christopher Alan	Richmond, Virginia
Sadler, John Edward III	Pulaski, Virginia
Saedal, Stephen Robert	Pennington, New Jersey
Schneider, David Prichard	Louisville, Kentucky
Schofield, Richard Harris	Oakton, Virginia
Schumacher, Dirk Walker	West Chester, Pennsylvania
Showalter, Robert Spaulding	Richmond, Virginia
Scott, Mark David	Springfield, Virginia
Sewell, John Banks III	Decatur, Alabama
Shaw, Bradley N.	Virginia Beach, Virginia



Sheffield, Daniel Gregory	Blackstone, Virginia
Shock, Gordon Andrew	Alexandria, Virginia
Schutt, Steven R.	Corning, New York
Sibold, Christopher Bryan	Richmond, Virginia
Slifka, John Patrick	Grafton, Virginia
Smith, Charles Jackson	Greenville, South Carolina
Smith, David Barham	Fredericksburg, Virginia
Smith, Harvard Birdson	Suffolk, Virginia
Smith, Philip Allen	Richmond, Virginia
Sommers, Stuart Bainbridge II	Houston, Texas
Spanton, Bruce R.	Sherwood Forest, Maryland
Sparks, Jeffrey Scott	Sandston, Virginia
Spector, David A.	New York, New York
Spencer, Hawes Coleman	Richmond, Virginia
Stephenson, John Worthington Hand— <i>deceased</i>	Lynchburg, Virginia
Stifel, David Fisher	Gloucester, Virginia
Stone, Paul Richard	Orange, Virginia
Stout, Stephen Neil	Wilson, North Carolina
Stow, Charles Ford IV	Springfield, Virginia
Street, Curtis Arthur	Virginia Beach, Virginia
Stuart, Christopher Peter	Fairfax Station, Virginia
Swan, Peter Moran	Bloxom, Virginia
Swartzwelder, Thomas Jude	Wilson, North Carolina
Sweet, Russell Robert Damian	Camillus, New York
Swindell, Robert Brandt, Jr.	Greensboro, North Carolina
Tafel, Daniel Doherty	Louisville, Kentucky
Tait, James Burton, Jr.	Raleigh, North Carolina
Tanner, Russell Eanes	Roanoke, Virginia
Taylor, Ray Conlee	Memphis, Tennessee
Taylor, Robert Floyd	Memphis, Tennessee
Terry, Joseph Bradley	Roanoke, Virginia
Thomas, Mark Andrew	Memphis, Tennessee
Thompson, Harry Bruckner IV	Atlanta, Georgia
Thompson, Lewis Steenrod IV	Gordonsville, Virginia
Thompson, Paul Michael, Jr.	Richmond, Virginia
Tillman, Thomas McKay III	Athens, Georgia
Tipton, Horace Moore	Memphis, Tennessee
Toledano, Francis Edward III	Greenville, South Carolina
Tronnes, Edward E.	Winston-Salem, North Carolina
Trotter, David Banks	Little Rock, Arizona
Tully, Edward James	Fredericksburg, Virginia
Turner, John Henderson III	Union City, Pennsylvania
Turney, John Barton	Lexington, Kentucky
Underwood, Clay Boyd	Roanoke, Virginia
Urbine, Francis Edward, Jr.	Powhatan, Virginia
VanderVenner, Keith Douglas	Newport News, Virginia
Vermillera, Anthony Wayne	Richmond, Virginia
Vilardi, Guy Omero	Tarrytown, New York
Von Arnswaldt, Ernst Christopher	Williamsville, Virginia
Waldrop, George Robert IV	Midlothian, Virginia
Wallace, Samuel K., Jr.	Williamsburg, Virginia
Walter, Erik Scott	Virginia Beach, Virginia
Warner, Gregory Alan	Charlottesville, Virginia
Warnick, Harvey L., Jr.	Woodbridge, Virginia
Waters, Jonathan Perry	Jacksonville, Florida
Waters, Philip Gregory	Jacksonville, Florida
Watts, Thomas Ashby IV	Lynchburg, Virginia
Webb, George Randolph, Jr.	Newport News, Virginia
Wellborn, Robert Harold, Jr.	Dallas, Texas
Wells, Gregory Page	Macon, Georgia
Welsh, Patrick George, Jr.	Lutherville, Maryland
Wherry, Richard Scott	Sewanee, Tennessee
Wigman, Richard Allen	Altoona, Pennsylvania
Williams, Jody Lee	Appomattox, Virginia
Williams, Richard Stockton Telfare	Charlottesville, Virginia
Willingham, George August	Monkton, Maryland
Willson, Scott Tyson	Carpinteria, California
Wilson, Philip P.	Danville, Virginia
Wirth, Jenaro Paul	Universal City, Texas
Wise, Carroll Glenn	Horse Shoe, North Carolina
Wiswall, Frank Lawrence III	Reston, Virginia
Wood, Peter Bayard	Lansdale, Pennsylvania
Wootton, Kurt Andrew	Hanover, Pennsylvania



Wrinkle, Davis S. ....	Richmond, Virginia
Wynn, Frederick Morris, Jr. ....	Sudbury, Massachusetts
Yates, Stuart Baker ....	Wynne, Arizona
Yeatts, Weston Lowry, Jr. ....	Burkeville, Virginia
Zeman, David Matthew ....	Louisville, Kentucky
Zipperer, Robert Howard ....	Laurel Bay, South Carolina

## SOPHOMORES

Adams, Michael J. ....	Buchanan, Virginia
Addington, Joseph Clark ....	Virginia Beach, Virginia
Akers, Russell C. ....	Christiansburg, Virginia
Allen, Michael S. ....	Bowling Green, Virginia
Anonick, Patrick K. ....	Midlothian, Virginia
Anthony, William P. ....	Collinsville, Virginia
Arington, Steven Brad ....	Glade Spring, Virginia
Ball, William L. III ....	Richmond, Virginia
Barksdale, Spencer J. ....	Petersburg, Virginia
Beahm, Joseph M. ....	Broadway, Virginia
Becknell, George F. III ....	Forest City, North Carolina
Bettendorf, William R. ....	Germantown, Tennessee
Blankemeyer, Franklin W. ....	Roanoke, Virginia
Bobo, Brett S. ....	Florence, Alabama
Bogusky, Stephen R. ....	Baldwin, Maryland
Brazil, William W. ....	Quitman, Georgia
Brown, Christopher B. ....	Lynchburg, Virginia
Burns, Bruce Darren ....	Severna Park, Maryland
Butcher, Harry Edward ....	Suffolk, Virginia
Cantus, Charles Hollister ....	McLean, Virginia
Caplin, Lawrence B. ....	Philadelphia, Pennsylvania
Carnes, Tony C. ....	Ashland, Virginia
Carney, Bruce A. ....	Houston, Texas
Carpenter, James A. ....	Baltimore, Maryland
Caruso, John R. ....	Waterbury, Connecticut
Chappell, Brett B. ....	Roper, North Carolina
Clark, Harrison Leonardo ....	Danville, Virginia
Coates, Roderick Alan ....	Lovings-ton, Virginia
Colbert, Stephen T. ....	Charleston, South Carolina
Collie, John Charles ....	Keeling, Virginia
Cook, James B. ....	Richmond, Virginia
Cotts, Eric M. ....	Alexandria, Virginia
Cox, Frederic H. III ....	Richmond, Virginia
Coyle, Stephen M. ....	Virginia Beach, Virginia
Crotty, Brian F. ....	Dayton, Ohio
Cundiff, Thomas J., Jr. ....	Bedford, Virginia
Curley, Jeffrey Allen ....	Keysville, Virginia
Curry, James William ....	Richmond, Virginia
Dalton, Carl Edwin ....	Virginia Beach, Virginia
Dameron, Calvin Hewitt ....	Amherst, Virginia
Daniel, James R. ....	Hopewell, Virginia
Daniels, Graham C. ....	Chester, Virginia
Davis, Randy S. ....	Rocky Mount, Virginia
Davis, Roger A. ....	Nelsonville, Ohio
Del Moral, Jerome ....	Sewickley, Pennsylvania
Dickenson, John G., Jr. ....	Danville, Virginia
Dietz, Robert Scott ....	Richmond, Virginia
Dillon, Thomas Joseph III ....	Mechanicsburg, Virginia
Donelson, John M. A. ....	Danville, Virginia
Dumford, Warren P. ....	Buena Vista, Virginia
Edens, Dornton Kirk ....	South Hill, Virginia
Eley, Stephen Briggs ....	Mathews, Virginia
Feitshans, Bryan D. ....	Leesburg, Virginia
Ferris, Richard W. ....	Fairfax, Virginia
Fewster, Christopher S. ....	Baltimore, Maryland
Fincher, Charles A. ....	Rapidan, Virginia
Firenze, Steven Anthony ....	Huntington, New York
Foster, Thomas M. ....	Granville Summit, Pennsylvania
Frampton, William Wallace, Jr. ....	Charleston, South Carolina
Freeman, James Scott ....	Williamsburg, Virginia
Frith, William Roger ....	Hamilton 5, Bermuda
Frix, William Purdum ....	Danville, Virginia
Gamble, Edward W. ....	Richmond, Virginia



Giannetti, Salvatore S. ....	Wayne, New Jersey
Gibson, James Dunleavy ....	Joppa, Maryland
Glass, Wesley C. ....	Middleburg, Pennsylvania
Gray, John Ira III ....	Richmond, Virginia
Gross, Andrew E. ....	Lynchburg, Virginia
Gurkin, John A. III ....	Norfolk, Virginia
Gust, Alaric P. ....	Columbia, Virginia
Hamilton, Charles W. S. ....	Nashville, Tennessee
Hardin, John Haywood ....	Raleigh, North Carolina
Harrison, John P. III ....	Newport News, Virginia
Hayes, William T., Jr. ....	Germantown, Tennessee
Healey, John Anthony III ....	New York, New York
Heilshorn, Mark Lang ....	Garden City, New York
Henry, William Cameron ....	Augusta, Georgia
Herring, Fred D. ....	Houston, Texas
Higgenbotham, Forrest S. ....	Fairfax, Virginia
Hinckley, Mark N. ....	Catonsville, Maryland
Hodge, Michael James ....	Gainesville, Florida
Holmes, William C. ....	Mobile, Alabama
Hotchkiss, Ross A. III ....	Richmond, Virginia
Ingram, James F., Jr. ....	Danville, Virginia
Jackson, Joseph N. ....	Phoenix, Maryland
Jones, Jeffrey Wayne ....	Concord, Massachusetts
Jones, Maurice A. ....	Englewood, New Jersey
Jung, David Hyunin ....	Newport News, Virginia
Karslake, William Gale, Jr. ....	Hickory, North Carolina
Keenan, William W. III ....	St. Simons Island, Georgia
Kelley, Eric Hamilton ....	Richmond, Virginia
Kenneally, Matthew P. ....	Houston, Texas
Kern, Joseph S. ....	Hopewell, Virginia
Kessler, Gary L. ....	Richmond, Virginia
Kimbrough, Charles Ernest ....	Pine Mountain, Georgia
King, Douglas M. ....	Nashville, Tennessee
Knight, Darryl R. ....	Rapid City, South Dakota
Koehring, Joseph Prince ....	AP0 New York
Lackey, Hal Vernon III ....	Collinsville, Virginia
LeBlanc, Clark L. ....	Gretna, Louisiana
Lee, Robert E. V. ....	McLean, Virginia
Legg, David Bramley ....	Newport News, Virginia
Lendrim, Robert Bryant ....	Williamsburg, Virginia
Light, George A. ....	Herndon, Virginia
Lineweaver, John Hinton ....	Greensboro, North Carolina
Lukacevic, Robert J. ....	Parma, Ohio
Mansfield, James Lawrence, Jr. ....	Virginia Beach, Virginia
Marable, Ashley Bridges ....	Virginia Beach, Virginia
Marshall, Donn E. ....	Morgantown, West Virginia
Matheson, James Cobb ....	Alexandria, Virginia
Matthews, Thomas B. J. ....	Somerville, Tennessee
Mauck, Armistead B. ....	Richmond, Virginia
Mayer, Elliott H. ....	Great Falls, Virginia
Mayo, Chester Wilson ....	Hampden-Sydney, Virginia
McCanna, Timothy E. ....	Lynchburg, Virginia
McCleary, Richard P. ....	Midlothian, Virginia
McCullough, Charles L. ....	Gettysburg, Pennsylvania
McGee, Christopher Todd ....	Richmond, Virginia
McGhee, John R., Jr. ....	Bluefield, West Virginia
McKinney, Edward W. ....	Fair Haven, New Jersey
McNeely, Charles W. ....	Charlottesville, Virginia
Meyer, David C. ....	Danville, Virginia
Miller, Charles Frederick ....	Wyndoor, Pennsylvania
Miller, Daniel P. ....	Alexandria, Virginia
Miller, David L. ....	Yorktown, Virginia
Miller, Gregory H. ....	Kingsport, Tennessee
Miller, Thomas P. ....	Ft. Lauderdale, Florida
Mitchell, Kevin Ray ....	Lynchburg, Virginia
Morris, Earl Winston ....	Danville, Virginia
Mugford, David A. ....	Richmond, Virginia
Mulligan, John William ....	Hong Kong
Natvig, Gregory Ralph ....	Richmond, Virginia
Neal, Jeffrey P. ....	Bedford, Virginia
Neville, Peter J. ....	Spring City, Pennsylvania
Nicklo, Christopher M. ....	Bradenton, Florida
Nolley, George William ....	Lynchburg, Virginia



Norman, Ralph Gordon	Knoxville, Tennessee
Olds, William D.	Dallas, Texas
Olfson, Erik John	Edgewater, Maryland
Orita, Nobutane	Chiba-Ken, Japan
O'Rourke, Kevin Scott	Huntington, New York
Otey, Donald Joseph	Grand Prairie, Texas
Parsons, George L. III	Norfolk, Virginia
Patterson, Benjamin R. IV	Chapel Hill, North Carolina
Patton, Michael Lee	Inverness, Florida
Peiffer, Travis Christopher	Houston, Texas
Peters, Elmer J.	Colonial Heights, Virginia
Pickett, Anthony Thomas, Jr.	Greenville, South Carolina
Pierce, Joseph James	Midlothian, Virginia
Pilcher, Robert Mason III	Richmond, Virginia
Pyott, Frank B.	Tazewell, Virginia
Rader, David Karl	Troutville, Virginia
Randolph, Benjamin G.	Virginia Beach, Virginia
Read, William S.D.	Charleston, South Carolina
Rice, John R.	Winchester, Virginia
Robinson, Benjamin E.	Jacksonville, North Carolina
Rodgers, Robert Vandiver	Huntsville, Alabama
Rossetti, Richard Angelo	Everett, Massachusetts
Rowbotham, Glenn A.	Scotia, New York
Schelle, Craig N.	Towson, Maryland
Schwing, John B.	Houston, Texas
Sharp, Steven Michael	Galax, Virginia
Shelton, Michael E.	Danville, Virginia
Shelton, Scott A.	Fredericksburg, Virginia
Siewick, Stephen G.	Great Falls, Virginia
Smith, William Bruce	Richmond, Virginia
Snyder, Phillip J.	Baltimore, Maryland
Spears, John G.	Paris, Kentucky
Stark, Thomas IV	Amelia, Virginia
States, Michael E.	Chesapeake, Virginia
Steinke, David Paul	Roanoke, Virginia
Stickley, Robert H.	Greensboro, North Carolina
Stone, Arthur Campbell, Jr.	Raleigh, North Carolina
Tarpey, Mark A.	San Diego, California
Tavener, William Harris	Richmond, Virginia
Taylor, Daryl Wayne	Mechanicsville, Virginia
Taylor, Jeffrey B.	Fairfax, Virginia
Terry, Daniel Alan	Matthews, North Carolina
Thomas, Delbert O. III	Atlanta, Georgia
Thompson, Stephen C.	Chatham, Virginia
Thomson, Donald Winston	Richmond, Virginia
Thorp, Christopher G.	Waynesboro, Virginia
Toler, Paul MacDonald	Richmond, Virginia
Train, John K.	Atlanta, Georgia
Trapani, Philip R.	Norfolk, Virginia
Utyro, Edward S.	Binghamton, New York
VanDyke, Litz H.	Tazewell, Virginia
Wallace, Brian Morse	Annandale, Virginia
West, Courtney Stanley	Altavista, Virginia
Wheeler, Mark Andrew	Salem, Ohio
Wigren, Leif Konrad	New York, New York
Wilerson, James J.	Boones Mill, Virginia
Williamson, Dan Scott, Jr.	Fredericksburg, Virginia
Willis, Ros Richardson	Virginia Beach, Virginia
Young, Philip Bradford	Bryn Mawr, Pennsylvania
Young, William James	Northumberland, Pennsylvania
Ziglar, William T.	Hampton, Virginia

## JUNIORS

Allen, James David	Forest, Virginia
Altizer, Christopher Crowley	Roanoke, Virginia
Ames, John Wilkins III	Newport News, Virginia
Aponte, John B.	Hopewell, Virginia
Apostle, Christopher Thomas	Winchester, Virginia
Apperson, Eric Edward	Glenside, Pennsylvania
Arias, David Anthony	Virginia Beach, Virginia
Asam, Stephen Adolf	Daleville, Virginia



Bailey, George William	Summersville, West Virginia
Baker, John Thomas	Lexington, Virginia
Banning, Scott Justis	Hyattsville, Maryland
Bartlett, Benjamin Lovell	South Kent, Connecticut
Basilone, John Edward	Alexandria, Virginia
Beach, Richard Paul	Alexandria, Virginia
Blanchard, Scott Carleton	Williamsburg, Virginia
Blankenship, David Wallace	Vinton, Virginia
Blanton, Andrew	Richmond, Virginia
Boswick, Gary Wayne	Hampton, Virginia
Boudreau, Michael Robert	Prospect, Kentucky
Bradley, Mark Allen	Richmond, Virginia
Bragg, Laurence Dickerson	Virginia Beach, Virginia
Brandt, Gregory Alan	Carlisle, Pennsylvania
Brooks, Gregory Wayne	Fort Worth, Texas
Brotzman, Brian Edgar	Franklin, Virginia
Brown, William Angus, Jr.	Richmond, Virginia
Bryant, Alton Ervin III	Richmond, Virginia
Burchett, Michael Andrew	Charlottesville, Virginia
Burke, William Thomas	Lovettsville, Virginia
Calderone, Benjamin A.	Corry, Pennsylvania
Camden, David Barnes	Richmond, Virginia
Cary, Bradley Henry	Lynchburg, Virginia
Case, Bruce Watson	Petersburg, Virginia
Cerf, Kenneth Albert, Jr.	Baltimore, Maryland
Cochran, Charles Raymond	Newport News, Virginia
Conger, William Mark	Statesville, North Carolina
Cowan, Frank Neil, Jr.	Midlothian, Virginia
Craddock, Claiborne Watkins	Lynchburg, Virginia
Curry, Jeffrey Hulme	Pittsburgh, Pennsylvania
Daniel, Nelson Wright, Jr.	Roanoke, Virginia
Delaney, Marc Vincent	Indian Orchard, Massachusetts
Dent, Peter Smith	Wilmington, Delaware
Dickenson, Edward Allen	Roanoke, Virginia
DuPuis, Arthur Pendleton	Wytheville, Virginia
Duke, Robert McClure	McLean, Virginia
Elliott, Donald Bruce, Jr.	Richmond, Virginia
Estes, Lance O'Ferrell	Alexandria, Virginia
Evans, Nathanael Cameron	Alexandria, Virginia
Farina, Kevin Blair	Miller School, Virginia
Farmer, Marshall Orr	Anderson, South Carolina
Farthing, William Howell, Jr.	Roanoke, Virginia
Finney, John Scott	Gloucester, Virginia
Flemming, Harry Todd	Winchester, Virginia
Flint, Wayne Toriran	Buena Vista, Virginia
Forbes, John McCorkle	Stuarts Draft, Virginia
Franks, Paul McKay	Hilton Head, South Carolina
Gant, John Alfred	Birmingham, Alabama
Gardner, William Ryland III	Richmond, Virginia
Godsey, Richard Stancell	Petersburg, Virginia
Hamilton, Michael Bradley	Greenwood, South Carolina
Hankins, Matthew Gilbert	Blacksburg, Virginia
Hatchett, Joseph W.	Sanibel Island, Florida
Henderson, Vincent Hale	Richmond, Virginia
Hess, Phillip Anthony	Buena Vista, Virginia
Hickman, Thomas Algernon, Jr.	Painter, Virginia
Hilton, William Leonard	Timonium, Maryland
Hodge, Jay Christopher	Norfolk, Virginia
Hoey, Brian Anthony	Baltimore, Maryland
Hollowell, John Warren	Portsmouth, Virginia
Hubbard, William John	Richmond, Virginia
Hultslander, Robert Wood, Jr.	Springfield, Virginia
Hutcheson, Joel Collier	Blacksburg, Virginia
Jagasich, Diana Eva	Hampden-Sydney, Virginia
Jamison, Thomas Wyndham, Jr.	Roanoke, Virginia
Jones, J. Lee	Chester, Virginia
Kelly, Clyde Bowen	West Point, Virginia
Kelly, William Patrick, Jr.	Charleston, South Carolina
King, Charles Burke	Gloucester, Virginia
Knox, William Clarence III	Chesapeake, Virginia
Lanham, Brian James	Glen Arm, Maryland
Lawson, Robert Ralph	Virginia Beach, Virginia
Lewis, Charles Melville II	Charlottesville, Virginia



Lewis, Geoffrey John	Orchard Park, New York
Lewis, Thomas Logan	New Orleans, Louisiana
Linden, William Edgar III	Herndon, Virginia
Lipscomb, Joseph William	Richmond, Virginia
Loos, Earl Don III	Martinsville, Virginia
McCraw, James Brown	Greenville, South Carolina
McCusty, Michael Sean	Charlottesville, Virginia
McEnderfer, David Paul	Harrisonburg, Virginia
McGee, Edgar Harris	Winston-Salem, North Carolina
McGee, Robert Matthew	Richmond, Virginia
McGolrick, William John	Manassas, Virginia
McInnis, Joseph Edward	Richmond, Virginia
Mitchell, Jay Douglas	Atlanta, Georgia
Moles, Michael Landon	Waynesboro, Virginia
Moore, Brian Artis	Woodbridge, Virginia
Morris, Anthony Preston	Dallas, Texas
Morris, Derrik Richard Gregory	Philadelphia, Pennsylvania
Neal, Steven Wade	Lynchburg, Virginia
Nottingham, Robert Reid	Richmond, Virginia
Novak, Robert Dee, Jr.	Waynesboro, Virginia
Nunnally, Paul Carlton	Richmond, Virginia
Oakes, Craig Smith	Baldwinsville, New York
Obeck, Kurt Michael	Hampton, Virginia
Pandaleon, Alec Andrew III	Scarsdale, New York
Pankey, Kenneth Gardner, Jr.	Richmond, Virginia
Parsons, Douglas Allan	Franklin, Virginia
Parsons, Randolph Lewis	Norfolk, Virginia
Peek, Julius Winfry, Jr.	Cedartown, Georgia
Peffer, G. Baxter	Zelienople, Pennsylvania
Peterson, William Banks, Jr.	Martinsville, Virginia
Plunkert, Stephen Leonard	Baltimore, Maryland
Quarles, Peter Robert	Yorktown, Virginia
Quesenberry, Michael Stephen	Pulaski, Virginia
Raine, Michaux IV	Rocky Mount, Virginia
Rogers, Richard Eugene, Jr.	Williamston, North Carolina
Sanders, Allan Albert	Leicester, North Carolina
Scarborough, Thomas York	Payson, Illinois
Schyman, Albert W.	Beltsville, Maryland
Secor, James Demarest III	Tuckahoe, New York
Sheridan, John Valentino	Macon, Georgia
Simmons, David Banks	Lakeland, Florida
Simms, Bradley Scott	Martinsville, Virginia
Simpson, John Algernon	Hampden-Sydney, Virginia
Siviter, Timothy David	Virginia Beach, Virginia
Slunt, James Grover, Jr.	Baltimore, Maryland
Smith, Bradford R.	Andover, Massachusetts
Smith, Bradley Scott	Baldwin, Maryland
Snavely, George Yancey	Midlothian, Virginia
Stancs, Paul Drohan	Litchfield, Connecticut
Stecker, John Franklin	Norfolk, Virginia
Steele, Richard Floyd Burke III	Petersburg, Virginia
Stevenson, John Canteay III	Richmond, Virginia
Suazo, Philip Antonio	Falls Church, Virginia
Tankard, John Edmund III	Franktown, Virginia
Taylor, Gene Andrews, Jr.	Boykins, Virginia
Terry, Jonathan Norman	Roanoke, Virginia
Thackston, Turner Bartlett IV	Charlotte, North Carolina
Thompson, Timothy Hamilton	Norfolk, Virginia
Throckmorton, Marshall Dean	Scottsburg, Virginia
Trevarthen, William Gregory	Williamsburg, Virginia
Trevillian, William Blackwell III	Charlottesville, Virginia
Trovillion, Raleigh Andrews	St. Louis, Missouri
Van Blokland, Frederik Beelaerts	Den Haag, Holland
Veith, Timothy Propus	Ridgeway, Virginia
Walker, John David	Glen Allen, Virginia
Warner, Harry Hathaway, Jr.	Lexington, Virginia
Waterbury, Drew	St. Petersburg Beach, Florida
Watson, Alton Russell	Rockmart, Georgia
West, Andrew G.	Richmond, Virginia
Wheeler, Frank Lee	South Hill, Virginia
White, William Moss	Winchester, Virginia
Williams, Patrick C. III	Charleston, West Virginia
Williamson, Harry Ashton	Norfolk, Virginia



Young, Armistead Churchill IV	Richmond, Virginia
Young, Berkeley Wilson	Spartanburg, South Carolina
Ziegler, Theodore Russell	Arcola, Virginia

## SENIORS

Baldwin, Sutton Pelot	Richmond, Virginia
Baronian, Steven Aram	Richmond, Virginia
Barzizza, Thomas Michael	Memphis, Tennessee
Baugh, Emerson Daniel III	Kenbridge, Virginia
Blanchard, Thomas Randall	Williamsburg, Virginia
Blocker, Willoughby Charles, Jr.	Prospect, Kentucky
Blow, Allen Cooke	Gloucester, Virginia
Bourne, Robert Hilton III	Shanghai, Virginia
Bowling, Thomas Barksdale, Jr.	Washington, D.C.
Bowman, Donald Campbell, Jr.	Columbus, Georgia
Boyajian, Steven Robert	Lake Forest, Illinois
Boyd, Howard Hailey Rutherford	Atlanta, Georgia
Boyd, Howard Lance	Springfield, Virginia
Brailsford, Robert Edward	Spartanburg, South Carolina
Braithwaite, James Brock	Virginia Beach, Virginia
Burge, John McDonald III	Louisville, Kentucky
Burroughs, Thomas Chalmers	Raleigh, North Carolina
Buta, George Ewing	Salem, Ohio
Callahan, John Conway	Sterling, Virginia
Callis, Dwayne N.	West Point, Virginia
Cameron, Edmund McCullough III	Atlantic Beach, North Carolina
Chassey, Richard Allen	Hampden-Sydney, Virginia
Clary, Donald Wayne	Chase City, Virginia
Clemmer, Thomas Franklin III	Staunton, Virginia
Clifford, Andrew Holbrook	Falls Church, Virginia
Cozart, William Charles	Raleigh, North Carolina
Craig, Hunter Earle	Charlottesville, Virginia
Crooks, Lewis Daniel III	Midlothian, Virginia
Crouch, Robert Jackson	Richmond, Virginia
Cullen, David Elliott, Jr.	Covington, Virginia
DeMaio, Mark Robert	Virginia Beach, Virginia
Dickinson, John Curtis	Fredericksburg, Virginia
Dickinson, Willis Hunt	Machipongo, Virginia
Doggett, Frederick Elmer, Jr.	Mechanicsville, Virginia
DuPuis, Robert Thomsen, Jr.	Wytheville, Virginia
Enroughty, William Wayne, Jr.	Ashland, Virginia
Evans, Stephen Edwin	Alexandria, Virginia
Evelt, John Kirby	Norfolk, Virginia
Farina, Louis Donald, Jr.	Miller School, Virginia
Farrand, Todd Stevens	Norfolk, Virginia
Florence, William David	Weyers Cave, Virginia
Flynn, Daniel Vincent, Jr.	Earlsville, Virginia
Foley, Richard Douglas	Crestview, Florida
Frazier, John Richard	Roanoke, Virginia
Friend, Jeffrey Neville <i>deceased</i>	Mobile, Alabama
Furr, John Happer, Jr.	Norfolk, Virginia
Gamble, James Graham V	Farmville, Virginia
Garrison, Alan Fletcher	Staunton, Virginia
Garvey, Alfred Hamilton, Jr.	Greensboro, North Carolina
Given, Robert Wilkins	Norfolk, Virginia
Grace, Michael Joseph	Roanoke, Virginia
Green, Edward Jackson, Jr.	Mobile, Alabama
Green, Walter Nils III	Mobile, Alabama
Gregg, Sean David	Orange, Virginia
Griego, Frederick T.	East Haven, Connecticut
Grimball, George Elliott III	Charleston, South Carolina
Groh, Alan Jefferson	Virginia Beach, Virginia
Gross, Gerhard P.	Madrid, Spain
Hagan, Forrest Lee III	Commerce, Georgia
Haines, John Kellogg	Vienna, Virginia
Hardell, Peter Andrew	Blacksburg, Virginia
Harper, Philip Edwards	Winchester, Virginia
Harrell, Randolph Curtis	Emporia, Virginia
Heaton, David Neal	Columbia, South Carolina
Helm, DeWitt Frederick III	Washington, D.C.
Hoblitzell, Peter Arrell Browne III	Owings Mills, Maryland



Hodges, Michael David	Norfolk, Virginia
Hofslokken, Rune Joar	Norway
Hopper, Edmund John	Amman, Jordan
Houska, Robert Bradford	Blacksburg, Virginia
Howell, Brian Lee	Petersburg, Virginia
Howell, James Sager	Suffolk, Virginia
Hudgins, William Alexander	Norfolk, Virginia
Hurt, William Travis, Jr.	Norfolk, Virginia
Jeter, Brian Preston	Midlothian, Virginia
Jeter, Garrett Chapman	McLean, Virginia
Johnson, Jonathan Scott	Lutherville, Maryland
Johnson, Kyle McWhorter	Blacksburg, Virginia
Johnson, Mark Allen	Roanoke, Virginia
Johnson, Richard Burke	West Point, Virginia
Johnson, Richard Lake	Newport News, Virginia
Jonak, Lawrence Overton	Norfolk, Virginia
Jones, David Fitzgerald	Townsend, Virginia
Jones, William Bryan	Memphis, Tennessee
Kanelos, Peter George	Williamsburg, Virginia
King, David Francis, Jr.	Fredericksburg, Virginia
Lanham, Richard Allen, Jr.	Glen Arm, Maryland
Lawley, William Davis, Jr.	Pepper Pike, Ohio
Lee, Dennis William	South Harwich, Massachusetts
Lewis, Lynwood Wayne	Parkley, Virginia
Llaneras, Mario Rene	Fairfax, Virginia
Loh, Eng Kuan	Penang, Malaysia
Lovelace, Charles Thomas	South Boston, Virginia
Mackey, Kenton Lee	Waynesboro, Virginia
Marousek, Michael James	Alexandria, Virginia
Martin, Robert Preston	Roanoke, Virginia
Mayo, Ann Burgess	Hampden-Sydney, Virginia
McCall, Marshall Edwin, Jr.	Lexington, Virginia
McJunkin, John Goode	Kingsport, Tennessee
McKeever, Michael John	Baldwin, Maryland
Mencini, Jeffrey Michael	Virginia Beach, Virginia
Metzger, Joseph Henry III	Richmond, Virginia
Moseley, James Francis, Jr.	Jacksonville, Florida
Nelson, Robert Christopher	Virginia Beach, Virginia
Nolan, Alexander Alan	Roanoke, Virginia
Nottingham, Troy Walker	Cape Charles, Virginia
Overton, Bruce Wayne	Mechanicsville, Virginia
Park, Lawrence Kisong	Northeast, Maryland
Parsons, Stephen Frederick	Winston-Salem, North Carolina
Paulette, Philip Edward	Appomattox, Virginia
Peabody, Brian Walter	Grosse Pointe, Michigan
Pendley, Nathanael Kevin	Madisonville, Kentucky
Peterson, Robert Jeffrey	Chester, Virginia
Pierpaoli, Paul George	Richmond, Virginia
Pontius, Joseph Gilmore	Lancaster, Pennsylvania
Powell, Frank Stanton	Newnan, Georgia
Pratt, Thomas Nathaniel	Beaufort, South Carolina
Prizzi, Michael Amedeo	Baldwin, Maryland
Pruitt, Brian William	Onley, Virginia
Redding, Richard E., Jr.	Englewood, Florida
Richards, Thomas Stephen	Lynchburg, Virginia
Richardson, Jeffrey Reese	Virginia Beach, Virginia
Roach, George Amory	Danville, Virginia
Roberts, Lucien Wood III	South Boston, Virginia
Robertson, Thomas Jackson, Jr.	Suffolk, Virginia
Roest, Charles Arthur	Richmond, Virginia
Rosenberger, Francis Dennis II	Springfield, Virginia
Russell, Theophilus Feild	Norfolk, Virginia
Sager, Andrew Roberts	Danville, Virginia
Scoggins, Harold Bremer III	Annandale, Virginia
Sebreny, Perry A., Jr.	Alexandria, Virginia
Segar, Samuel Barron III	Norfolk, Virginia
Slattum, Keith Brian	Virginia Beach, Virginia
Slaydon, Robert Mark	Roanoke, Virginia
Smith, Glenn Daniel	Randolph, New Jersey
Smith, Lawrence Norfleet, Jr.	Suffolk, Virginia
Snead, Christopher Forrest	Richmond, Virginia
Sperry, Arthur Harrison	Woodbridge, Connecticut
Spinnenweber, John Edward	Manalapan, Florida



Spitler, Downs Calvin	Wilson, North Carolina
Stevens, Ward William III	Roanoke, Virginia
Straton, Dwayne Everette	Richmond, Virginia
Strudwick, Frederick Nash	Baltimore, Maryland
Tarry, Wallace Clements	Oxford, North Carolina
Thomas, John Scott	Clarks Summit, Pennsylvania
Thompson, Raymond Hudgins	Alexandria, Virginia
Thompson, Triplett Knight	Richmond, Virginia
Uhtenwoldt, Eric William	Dickson, Tennessee
Valentine, David Lynn	Virginia Beach, Virginia
Waldron, Adam Alexander	Chadds Ford, Pennsylvania
Walker, John Luke	Washington, D.C.
Wallace, John Meredith	Virginia Beach, Virginia
Wallace, Otway Byrd	Richmond, Virginia
Ware, Alexander Hopper	Richmond, Virginia
Warren, Steven Harris	Richmond, Virginia
Warren, Thomas Underwood	Mobile, Alabama
Webber, Walter Nelson III	Lynchburg, Virginia
White, David Hampton, Jr.	Lynchburg, Virginia
Whitley, Tracy Lee	Chesapeake, Virginia
Williams, Richard Thurston	Middleburg, Virginia

*Number of Students by States and Foreign Countries — 1983-84*

Virginia	488	Washington, D.C.	4
Maryland	40	California	3
North Carolina	39	Delaware	3
Pennsylvania	30	Mississippi	3
Georgia	23	Arkansas	2
New York	21	Illinois	2
South Carolina	20	South Dakota	2
Tennessee	19	Kansas	1
Florida	18	Michigan	1
Kentucky	17	Missouri	1
Texas	15	Bermuda	1
Alabama	10	Hong Kong	1
Louisiana	10	Japan	1
Ohio	10	Jordan	1
Connecticut	8	Malaysia	1
Massachusetts	8	Norway	1
New Jersey	5	Spain	1
West Virginia	5		



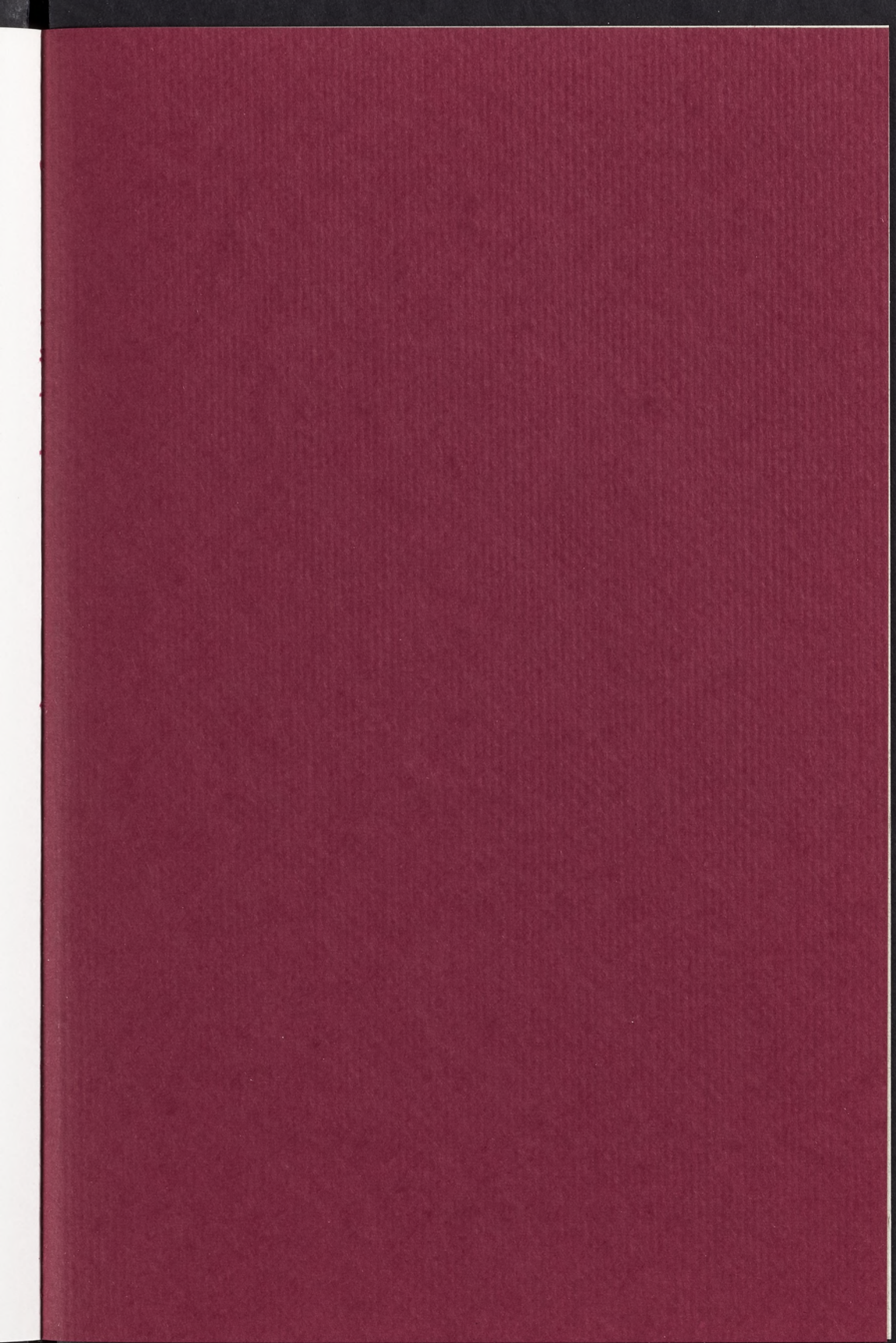






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